

Low SES School Communities  
Smarter Schools National  
Partnership

Evaluation of School Staffing,  
Management and Accountability  
Initiatives

Results from the teacher survey

Fifth Progress Report

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# Contents

Tables and figures .....	v
Glossary .....	vii
<b>Summary</b> .....	viii
<b>1. Introduction</b> .....	1
<b>2. Context</b> .....	3
2.1 The <i>Low SES NP</i> .....	3
2.2 Policy and funding changes .....	5
2.3 Case studies .....	6
2.3.1 Staffing, management and accountability .....	6
2.3.2 External partnerships .....	7
2.3.3 Sustainability .....	7
2.4 Principals' views .....	8
<b>3. The survey</b> .....	10
3.1 The survey .....	10
3.2 The sample .....	12
3.3 Representativeness .....	14
<b>4. The effects of the <i>Low SES NP</i></b> .....	18
4.1 Changes in the frequency of activities since the <i>Low SES NP</i> .....	18
4.2 Agreement with statements about the <i>Low SES NP</i> .....	21
4.3 Changes in the teacher's role .....	22
4.4 Improvements due to the <i>Low SES NP</i> .....	24
4.5 Summary .....	24
<b>5. Teacher and school differences</b> .....	26
5.1 Grouping the questions about teachers' views .....	27
5.2 Teacher characteristics .....	30
5.3 School characteristics .....	32
5.2.1 Scale scores .....	34
5.2.2 Individual questions .....	38
<b>6. In their own words</b> .....	44
6.1 The effect of the initiatives on the respondent's role as a teacher .....	44
6.1.1 Positive comments .....	46
6.1.2 Mixed comments .....	48
6.1.3 'No change' comments .....	50
6.1.4 Negative comments .....	50
6.2 School staffing, management and accountability .....	53
6.2.1 Positive comments .....	54
6.2.2 Negative comments .....	59
6.3 Engaging with parents and carers .....	68
6.3.1 Contact details .....	70
6.3.2 Availability of parents .....	70
6.3.3 Lack of interest .....	71
6.3.4 English language .....	72

6.3.5 Aboriginal parents .....	73
6.3.6 National Partnerships .....	73
6.3.7 Parental engagement .....	74
<b>Conclusions</b> .....	<b>76</b>
References .....	79
Appendix A: The survey .....	80
Appendix B: Sample weights .....	85
Appendix C: Standard errors for per cent estimates .....	86
Appendix D: School characteristics .....	87
Appendix E: Supporting tables .....	89
Appendix F: Examples of modelling .....	109

# Tables and Figures

## Tables

2.1	<i>Low SES NP</i> reform areas and related initiatives .....	3
3.1	Response rates for the survey .....	12
3.2	Characteristics of respondents .....	13
3.3	Representativeness of responses to the survey by school characteristics .....	15
5.1	Questions grouped by scales .....	28
5.2	Mean scale scores by respondent characteristics .....	31
5.3	Observed and adjusted mean scale scores by school characteristics .....	33
5.4	Summary of teachers' views by school characteristics .....	37
6.1	Comments on the effect of the <i>Low SES NP</i> initiatives on the respondent's role as a teacher by the <i>All questions</i> scale .....	45
6.2	Types of positive comments on the effect of the <i>Low SES NP</i> initiatives on the respondent's role as a teacher (%) .....	46
6.3	Positive and negative comments on the <i>Low SES NP</i> initiatives in <i>school staffing, management and accountability</i> by the <i>All questions</i> scale .....	54
6.4	Types of positive comments on <i>Low SES NP</i> initiatives in <i>school staffing, management and accountability</i> (%) .....	55
6.5	Types of negative comments on <i>Low SES NP</i> initiatives in <i>school staffing, management and accountability</i> (%) .....	59
6.6	Comments on the <i>Low SES NP</i> initiatives in <i>external partnerships</i> .....	63
6.7	Challenges faced by school in dealing with parents and carers .....	69
B.1	Structure and calculation of the weights .....	85
C.1	Standard errors for per cent estimates .....	86
E1	Changes in the frequency of selected activities since the <i>Low SES NP</i> (%)— <i>Question 9</i> .....	89
E2	Changes because of participation in the <i>Low SES NP</i> initiatives (%)— <i>Question 10</i> .....	90
E3	The extent to which the <i>Low SES NP</i> initiatives have affected the role of teacher (%)— <i>Question 11</i> .....	91
E4	The extent to which the <i>Low SES NP</i> initiatives have affected selected activities at the school (%)— <i>Question 12</i> .....	92
E5	Statistical significance between school characteristics and strong positive responses about the consequences of the <i>Low SES NP</i> .....	93
E6	Observed per cent of strong positive responses to <i>Managing the classroom</i> questions by selected school characteristics .....	95
E7	Adjusted per cent of strong positive responses to <i>Managing the classroom</i> questions by selected school characteristics .....	96

## Tables and Figures—*continued*

### Tables—*continued*

E8	Observed per cent of strong positive responses to <i>Meeting student needs outside the classroom</i> and <i>Managing the school</i> questions by selected school characteristics .	97
E9	Adjusted per cent of strong positive responses to <i>Meeting student needs outside the classroom</i> and <i>Managing the school</i> questions by selected school characteristics .....	98
E10	Observed per cent of strong positive responses to <i>Managing parent and community relations</i> questions by selected school characteristics .....	99
E11	Adjusted per cent of strong positive responses to <i>Managing parent and community relations</i> questions by selected school characteristics .....	100
E12	Statistical significance between school characteristics and any positive response about the consequences of the <i>Low SES NP</i> .....	101
E13	Observed per cent of any positive response to <i>Managing the classroom</i> questions by selected school characteristics .....	103
E14	Adjusted per cent of any positive response to <i>Managing the classroom</i> questions by selected school characteristics .....	104
E15	Observed per cent of any positive response to <i>Meeting student needs outside the classroom</i> and <i>Managing the school</i> questions by selected school characteristics .....	105
E16	Adjusted per cent of any positive response to <i>Meeting student needs outside the classroom</i> and <i>Managing the school</i> questions by selected school characteristics .....	106
E17	Observed per cent of any positive response to <i>Managing parent and community relations</i> questions by selected school characteristics .....	107
E18	Adjusted per cent of any positive response to <i>Managing parent and community relations</i> questions by selected school characteristics .....	108
F1	Binary logit maximum likelihood estimates .....	111
F2	Binary logit model fit statistics .....	111

### Figures

4.1	Change in frequency of selected activities since the <i>Low SES NP</i> .....	19
4.2	Changes because of participation in the <i>Low SES NP</i> .....	20
4.3	The extent to which the <i>Low SES NP</i> has affected their role as a teacher .....	22
4.4	The extent to which the <i>Low SES NP</i> has affected selected activities .....	23
5.1	Observed and adjusted differences from the mean for the <i>All questions</i> scale by selected school characteristics .....	35

# Glossary

<b>ACARA</b>	The Australian Curriculum, Assessment and Reporting Authority has oversight of NAPLAN and provides public access to information about schools through its My School website.
<b>ARIA</b>	Accessibility/Remoteness Index of Australia—an index that underpins many remoteness classifications.
<b>COAG</b>	Council of Australian Governments, an organisation consisting of the federal government, the governments of the eight states and territories and the Australian Local Government Association. NPs are implemented under the auspices of COAG.
<b>CRES</b>	Centre for Research on Education Systems, The University of Melbourne.
<b>DEC</b>	Department of Education and Communities, NSW (from April 2011).
<b>DET</b>	Department of Education and Training, NSW (until April 2011)
<b>FTE</b>	Full Time Equivalent.
<b>HAT</b>	Highly Accomplished Teacher (government sector) or equivalent (non-government sector). An initiative within the NP. A HAT models good teaching practice and mentors other teachers through supervision, demonstration and team teaching. A HAT usually has half the teaching load of a regular classroom teacher and is a member of the school executive.
<b>ICSEA</b>	Index of Community Socio-Educational Advantage, a scale that represents levels of educational advantage associated with the educational and occupational background of parents of students. A school's ICSEA value is the average level of the educational advantage of its students. Developed by ACARA to assist with the interpretation of NAPLAN results.
<b>Low SES NP</b>	Low Socio-Economic Status School Communities Smarter Schools National Partnership.
<b>NAPLAN</b>	National Assessment Program - Literacy and Numeracy. An annual national standardised literacy and numeracy testing program for students Years 3, 5, 7 and 9.
<b>NESB</b>	Non-English-speaking background
<b>NP</b>	National Partnership, agreements between the Commonwealth and state and territory governments made under the auspices of COAG outlining funding
<b>ISP</b>	Individual Student Plan
<b>PD/PL</b>	Professional development/Professional learning
<b>SES</b>	Socioeconomic status
<b>SSNP</b>	Smarter Schools National Partnership

# Summary

This report presents results from a survey of teachers at NSW schools participating in the *Low Socio-economic Status School Communities Smarter Schools National Partnership* (the *Low SES NP*). The survey is part of two evaluations of the *Low SES NP* that have been commissioned on behalf of the NSW Minister for Education and Communities:

- *The evaluation of school staffing, management and accountability initiatives* being conducted by the Centre for Research on Education Systems (CRES) at the University of Melbourne
- *The evaluation of school external partnerships* being conducted by the Education Institute at the University of Canberra in partnership with CRES.

This report is being provided as part of the *evaluation of school staffing, management and accountability initiatives*.

The *Low SES NP* provides schools with opportunities to improve student learning by changing their staff and student cultures. The initiatives focus on improvements in *staffing, management, accountability* and *external partnerships*. A substantial body of research highlights the importance of initiatives in these areas, particularly in combination, for improving schools.

## The survey

The on-line survey was conducted in March-April 2013. Principals of Partnership schools were asked to provide their teachers with the details about the survey. *Teachers* included all staff who had some teaching function and respondents were predominantly classroom teachers (62.6%), with smaller proportions of other categories of staff such as executive teachers, teacher educators, librarians, careers advisors and literacy and numeracy specialists. Principals (except *Teacher Principals*), paraprofessional learning support staff and administrative staff were excluded from the analyses.

The survey asked teachers to answer 31 multiple-choice questions about their views on partnership-related changes in *staffing, management, accountability* and *external partnerships* at their school. Teachers could also answer several open-ended questions about aspects of the *Low SES NP* and the challenges their school faces in more effectively engaging with the parents and carers of their students.

Responses were received from 2,408 in-scope teachers (a response rate of 18.1%) in 346 schools (54.9% of the schools in the *Low SES NP*). Removing respondents with limited experience at their school or as a teacher, or with limited familiarity with the *Low SES NP* and its initiatives, meant that most of the analysis was conducted using responses from 2,084 teachers. After weighting by sector and type of school, teachers in schools with low proportions of Aboriginal or Torres Strait Islander (ATSI) students and in schools with higher NAPLAN reading scores were still slightly over-represented in terms of teacher populations in *Low SES NP* schools overall.



## Results

### *General assessment of impact of Low SES NP initiatives*

Teacher responses were mostly positive about the impact of the *Low SES NP*:

- 89.3% of teachers indicated that *Collaboration between classroom teachers* had become a *lot more frequent* (63.8%) or a *little more frequent* (25.5%) since the implementation of the *Low SES NP* initiatives at their school.
- 87.3% of teachers agreed (52.3%) or strongly agreed (35.0%) that *the school has become a better place for students to learn* as a result of their school's participation in the *Low SES NP* initiatives.
- 87.8% of teachers indicated that as teachers they themselves were *Meeting the individual learning needs of their students* now a *little better* (34.2%) or a *lot better* (53.6%) because of their school's participation in the *Low SES NP* initiatives.

Although teachers were generally positive, the level of that support varied across aspects of schooling. Teachers reported that *Low SES NP* initiatives had a positive impact on

- *access to professional learning, and*
- *changes in teaching and most classroom activities.*

Teachers were marginally less positive about the impact on

- *changes in teacher evaluation*
- *aspects of school leadership*
- *student programs outside the classroom*
- *student behaviour and teacher-student relations*

Teachers reported little impact on:

- *the engagement of parents and carers (including ATSI or Non-English-speaking background parents), and*
- *engagement of the wider community.*

### *Differences by types of teachers and school*

Five scales were constructed from the sets of multiple-choice questions that were asked of teachers:

1. *Managing the classroom*, which included questions about teaching, student behaviour in class, cooperation among teachers, professional learning and the strategic use of assessment to inform teaching practice.
2. *Meeting student needs outside the classroom*, which had only two questions—additional programs and services to promote student wellbeing and additional programs and services to support students in their learning.
3. *Managing parent and community relations*, which included questions about the school's outreach to parents, including to parents from different cultural and social groups, as well as questions about the school's engagement with its wider community.
4. *Managing the school*, which included questions about the school's management and staffing and the overall school environment.

## 5. *All aspects* (all questions).

These scales were used to explore differences in teacher views of the *Low SES NP* initiatives by teacher and school characteristics.

For teacher characteristics:

- *Female teachers tended to have more positive views of the Low SES NP initiatives than male teachers do.* The differences were strongest for the *Classroom management* initiatives, but were statistically significant for all scales except *Meeting student needs*.
- *Teachers in leadership and management positions (for instance, Deputy Principals, Department heads, Year level co-ordinators) typically had more positive attitudes to the Low SES NP initiatives* while attitudes of *Classroom* and *other teachers* (including teacher librarians and counsellors) were, although still positive, correspondingly lower.
- *Teachers who were in new positions or a new school typically had more positive views of the Low SES NP initiatives.* Several questions related to teachers' experience. Teachers' attitudes to the Partnership were not related to their age or to their total years of teaching or working in schools. Teachers who had recently changed their position or their school, however, had more positive views of the initiatives (except for the *Meeting student needs scale*), while teachers who had been in their current position and/or school for more than 10 years were the least positive about the initiatives.
- *Teachers more familiar with the Low SES NP initiatives at their school had more positive views about the initiatives.* The differences were relatively large and consistent across all five scales. While this is an encouraging finding, teachers may be more familiar with the initiatives because they have benefitted from them more than other teachers.

Positive responses from teachers working in different school contexts point to the possibility of the *Low SES NP* initiatives being of value to all NSW schools, even though some initiatives have more relevance to certain schools, for instance schools with larger ATSI and Language Background Other than English (LBOTE) populations. Responses were positive across schools with different characteristics, even though there was variation in that level of support:

- Schools joined the Partnership between 2009 and 2012. Teacher views about the initiatives were more positive the longer their school had been in the National Partnership—a finding that points to increasing acceptance and effectiveness of the initiatives over time.
- Teachers in primary and special schools were more positive about the *Low SES NP* initiatives than were teachers in secondary or combined schools, except for *managing student needs outside the classroom* where secondary school teachers were more positive than other teachers.
- There were no significant differences in teacher views of the Partnership across metropolitan, provincial and remote schools. Although several of the means for teachers in remote schools were lower than for teachers in metropolitan schools, they were based on relatively few responses.
- Teachers in schools with fewer enrolments were mostly more positive about the *Low SES NP* initiatives than were teachers in larger schools, although other school

characteristics (for instance, primary or secondary level) explained much of this difference. The direction of the effect was not consistent for *managing parent and community relations* and teachers in smaller schools were less positive about *managing student needs outside the classroom*.

- The views of teachers at schools with ATSI enrolments of 30% or higher were often less positive about the effects of Partnership initiatives overall and for some groups of questions than were those of other teachers. The responses, however, were not consistent. For instance, for the *All questions* scale, teachers at schools with 1% to 10% ATSI enrolments were also less likely to respond positively, while teachers in schools with 10% to 30% ATSI enrolments gave more positive responses.
- Teacher attitudes to *Low SES NP* initiatives did not vary markedly according to the proportion of students *with a language background other than English* (LBOTE). *Managing parent and community relations*, where differences with LBOTE enrolments might be expected, displayed only slight evidence of any relationship and the pattern of that relationship was not consistent.
- There were no consistent differences across Index of Community Socio-Economic Advantage (ICSEA) *quartiles* (among Partnership schools) in teacher views about the *Low SES NP* initiatives.
- After statistical adjustment, teachers at schools in the third and second quartiles (among Partnership schools) of *NAPLAN reading test scores* had higher values for the *All questions*, *Meeting student needs outside the classroom* and *Managing parent and community relations* scales than did teachers in the highest or lowest quartiles.

## Open-ended responses

The survey included several open-ended questions. Teachers who answered these questions were more likely to have answered the multiple-choice questions favourably. Apart from a question about the challenges faced by their school in engaging with parents and carers, the written comments were generally positive:

1. *Do you have any comments about the effect of the Low SES NP initiatives on your role as a teacher?*

Just over a quarter of teachers answered this question. Among respondents, 78.0% of the comments were favourable, 9.9% were mixed and 12.1% were unfavourable or said that the *Low SES NP* had made no difference to their role as a teacher. The favourable comments focused on *additional professional learning* (29.2%), the ability to provide *more individualised instruction* (24.8%) and the availability of extra support staff and programs (20.4%). The unfavourable comments highlighted the additional workload required by the *Low SES NP* and the disruption to their teaching caused by students being removed from their classroom for targeted support and by their own absence from the classroom to participate in, or prepare for, Partnership initiatives.

2. *Please provide any additional comments on Low SES NP initiatives in the area of school staffing, management and accountability.*

About a third of teachers answered this question and three-quarters of these comments were positive. The employment of additional staff in general (33.2%) and specialist staff in

particular (12.3%), together with additional professional learning (18.8%), mentoring (10.7%) and collaboration with colleagues (7.5%) featured among the positive responses. Greater accountability (9.0%) and better leadership or management (8.2%) were also mentioned.

About 17.8% of comments were unfavourable or asserted that there had been no change from the *Low SES NP* initiatives. Teachers' main concerns were poor choice of initiatives (24.4%), poor implementation of initiatives (21.4%), workload and stress (20.7%), poor school leadership (19.0%) and poor consultation (17.9%). A strong theme across the various concerns was that *Low SES NP* funds would have been better spent on simply hiring more teaching staff and reducing student-staff ratios.

# 1. Introduction

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This report presents results from a survey of teachers at NSW schools that are participating in the *Low Socio-economic Status School Communities Smarter Schools National Partnership* (the *Low SES NP*). The survey is part of two evaluations of the *Low SES NP* that have been commissioned on behalf of the NSW Minister for Education and Communities:

- *The evaluation of school staffing, management and accountability initiatives* being conducted by the University of Melbourne's Centre for Research on Education Systems (CRES)
- *The evaluation of school external partnerships* being conducted by the University of Canberra's Education Institute in conjunction with CRES.

These evaluations address aspects of the bilateral National Partnership Agreement for Low SES School Communities between the Commonwealth and the NSW Government and of the associated implementation plan. The NSW agreement and implementation plan were negotiated in the context of broader National Partnership agreements reached under the auspices of the Council of Australian Governments (COAG). The *Low SES NP* was first implemented in NSW in 2009.

Through additional funding and initiative guidelines, the *Low SES NP* provides schools with low socioeconomic status communities opportunities to change their staff and student cultures in ways that would improve student learning. The organisational changes encouraged by the Partnership focus on initiatives that address *staffing, management, accountability* and *external partnerships*. A substantial body of research points to the importance of initiatives in these areas, particularly in combination, in supporting school improvement.

This report is the fifth in a series of progress reports that will contribute to the final report of the *evaluation of school staffing, management and accountability initiatives*. The earlier progress reports have provided a review of the literature on school organisation and effectiveness; compared the characteristics of the schools participating in the Partnership with those that are not participating; analysed the results of a survey of principals of participating schools; and analysed the results from a series of case studies of participating schools. The final report will draw on these progress reports and include results from analyses of system- and school-level data and other research.

A single survey of teachers was conducted to meet the data needs of both the *staffing, management and accountability* and the *external partnerships* evaluations. This joint approach reduced the number of requests for information from teachers at Partnership schools. This report was prepared for the evaluation of school *staffing, management and accountability* initiatives. Given the integrated nature of the survey, however, the report addresses questions relevant to both evaluations.

The survey collected teachers' views about possible changes in a range of activities relevant to the evaluations. Four sets of multiple-choice questions covered, in slightly different ways, teachers' views about the effect of participation in the Partnership on aspects of staffing, management, accountability and external partnerships. In addition, teachers could respond to several open-ended questions that asked them to give their opinions about the effectiveness of the Partnership and the challenges their schools faced in engaging with parents and carers.

Several questions guide the analyses:

1. Do teachers support the *Low SES NP* overall?
2. Do teachers believe that some initiatives have resulted in more change than others (for instance, in the level of professional learning compared with engagement with parents)?
3. Do the attitudes of teachers in the various *Low SES NP* initiatives differ in different types of schools (for instance, in primary compared with secondary schools)?

The next chapter of this report provides the background and context to the *Low SES NP*. Chapter 3 provides a description of the way in which the survey was conducted and the representativeness of the sample. Chapter 4 shows the pattern of responses to a number of multiple-choice questions about the effects of the *Low SES NP*. Chapter 5 shows the extent to which scales constructed from those multiple questions varied across a number of school characteristics. The following chapter discusses teachers' responses to four open-ended questions about the *Low SES NP*, the staffing, management and accountability initiatives, external partnerships and the challenges faced by schools in encouraging greater engagement by parents with the school and their children's learning. A summary chapter and a chapter outlining further proposed work conclude the report. Six appendices are attached: the survey; details of the weighting procedure; estimates of standard errors; details of school characteristics; further supporting tables; and examples of the modelling.

## 2. Context

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This chapter provides background information about the *Low Socio-economic Status School Communities National Partnership* (the *Low SES NP*). It provides more detail about the *Low SES NP*, a description of changes in educational policies and programs relevant to the *Partnership* and results from cases studies of *Low SES NP* schools and from a survey of principals of *Partnership* schools.

### 2.1 The *Low SES NP*

The *Low SES School Communities National Partnership* is an agreement between the Commonwealth Government and the state and territory governments reached through the Council of Australian Governments (COAG). The *Low SES NP* seeks to improve the education and life opportunities of students from low socio-economic school communities (Smarter Schools National Partnerships 2011). The intention of the *Partnership* is that participating schools ‘will be better equipped to address the complex and interconnected challenges facing students in disadvantaged communities’ through the funding of school improvement programs (COAG 2008).

Under the agreement, the Commonwealth undertakes to provide additional funds for low SES schools. The participating sectors and schools undertake to implement and monitor school improvement initiatives that they select from a range of agreed options that focus on staffing, management, accountability and external school partnerships.

Together with the *Literacy and Numeracy* and *Teacher Quality* National Partnerships, the *Low SES NP* is one of the three *Smarter Schools National Partnerships*. These *Partnerships* were designed to function independently, but ‘are tightly integrated and mutually complementary processes of reform’ (Smarter Schools National Partnerships 2011: 2).

The Commonwealth and NSW governments agreed to the *Low SES NP* in 2008 and it was implemented progressively from 2009 with cohorts of schools joining the *Partnership* each year to 2012. Funding for each school participating in the *Partnership* was for four years. Initially 638, or about one in every six NSW schools, were selected to participate in the *Low SES NP*.

Table 2.1 lists the six reform areas of the *Low SES NP* and the initiatives to which they are related—*staffing, management, accountability and external partnerships*. The matrix of reform areas and initiatives and the gradation of relevance emphasises the inter-relatedness of the initiatives for school improvement.

- *Staffing* initiatives include:
  - *retaining quality staff* by, for instance, providing support from a *Highly Accomplished Teacher* (HAT) or from classroom aides; time release for professional development or team teaching; recruitment allowances; changes to terms of employment.



*encouraging quality teaching* by, for instance, providing more professional learning; creating an environment of collaboration and sharing; recruiting better qualified staff; employing more support staff; and using new technologies to deliver learning.

**Table 2.1** *Low SES NP reform areas and related initiatives*

Reform area	Example of strategy	Relevance of initiative			
		School Staffing	Management	Accountability	External Partnerships
1. Incentives to attract high performing teachers & principals	Employing a Highly Accomplished Teacher (HAT)	<b>Highly</b>	Relevant	<i>Slightly</i>	<i>Slightly</i>
2. Adoption of best practice performance management & staffing arrangements that articulate a clear role for principals	Development of school plans that articulate clear goals	Relevant	<b>Highly</b>	<b>Highly</b>	<i>Slightly</i>
3. School operational arrangements that encourage innovation & flexibility	Employing paraprofessionals	<b>Highly</b>	<b>Highly</b>	<i>Slightly</i>	<i>Slightly</i>
4. Providing innovative & tailored learning opportunities	Professional development for school executives & teachers to help them use & analyse student data (e.g. NAPLAN) to cater to student needs	<b>Highly</b>	<b>Highly</b>	<b>Highly</b>	Relevant
5. Strengthen school accountability	Use of data	<b>Highly</b>	<b>Highly</b>	<b>Highly</b>	Relevant
6. External partnerships	Increase parental engagement	<i>Slightly</i>	<i>Slightly</i>	<i>Slightly</i>	<b>Highly</b>

- School management** initiatives include:

  - improving leadership capacity* by, for instance, attracting high performing principals; adopting performance management and staffing arrangements that articulate a clear role for principals; supporting school leaders through mentoring and coaching arrangements and targeted professional development; providing specialist administrative support:
  - providing instructional leadership* by, for instance, allowing school leaders time to provide mentoring to their teachers or employing specialist teacher mentors:
  - implementing distributive leadership*, (leadership at many levels throughout the school) by, for instance, creating stronger sub-school faculties, units or teams, which provide leadership opportunities.
- Accountability** initiatives include management by outcomes, where there are clear goals and strategies together with a clear understanding of evidence for deciding the extent to which goals have been achieved. This is modelled in school plans constructed for the *Low SES NP* and reflected in agreed targets for individual teachers. It can be supported by targeted professional development in evaluation and data analysis.
- External partnerships** are initiatives to improve the engagement of parents and



cooperate with other education providers, community organisations, employers and others to improve learning and other outcomes for students.

When joining the Partnership, schools engaged in a consultative process with their stakeholders to select the initiatives they wished to implement to address the reform areas. The results of the consultation were distilled in the school's plan, which detailed agreed targets, strategies, resources, evaluation processes and outputs. This plan is updated annually during the four years of the school's participation in the Partnership. The development and monitoring of the plan and its initiatives models behaviours promoted by the Partnership—leadership, consultation, strategic thinking, setting goals, and monitoring programs with evidence.

## 2.2 Policy and funding changes

Many changes in educational policy and school funding arrangements have occurred in NSW and nationally since the initial implementation of the *Low SES NP*:

- The *Empowering Local Schools (ELS) National Partnership*, which supports participating schools to make more decisions at a local level, was endorsed by COAG in 2010. As with the *Low SES NP*, it emphasised the role of the principal and school executive in strategic planning and operational management, including staffing and budgets. *Empowering local schools* was first implemented in NSW in 2011. In NSW, 62 of the 331 schools participating in this National Partnership were also participating in the *Low SES NP*. The ELS Partnership will conclude in June 2014
- The participation by NSW government schools in this *Empowering Local Schools National Partnership* is linked to the broader *Local Schools, Local Decisions* reform, which also seeks to devolve more decision-making to individual schools, principals, other school leaders and parents. Staged implementation of this reform began in March 2012 and is intended to be a long-term change in approach to the management of all government schools in NSW.
- The *Rewards for Great Teachers National Partnership*, was endorsed by COAG in 2012 and implemented in NSW schools in 2013. It sought to improve teacher quality by creating agreed standards and procedures for teachers and teacher professional learning, including the implementation of the Australian Teacher Performance and Development Framework in government schools, certification of Highly Accomplished and Lead teachers and financial incentives for teachers who achieve the level of Highly Accomplished or Lead teachers. Although originally proposed to operate until at least 2019, this Partnership concluded at the end of 2013 because funding associated with the Gonski Review addressed some aspects of the Partnership.
- A new *Resource Allocation Model* for government schools, introduced in 2014, is designed to facilitate the devolution of authority to school principals and gives principals greater discretion in the use of their funding. As with the *Low SES NP*, this reform seeks to create a cultural change in schools that encourages innovation in teaching and continual improvement in student learning. In contrast to the National Partnerships, however, the Resource Allocation Model is a long-term and ongoing

change in the funding arrangements for government schools.

- From 2014 changes associated with the *Gonski Review* provided more Commonwealth and State funding for schools in NSW, especially for schools that have students with higher educational needs and including schools serving low socio-economic communities. As part of these changes, *Low SES NP* funding for participating schools ceased at the end of 2013.

These changes complicate efforts to identify the size and direction of any effects of the Low SES National Partnership alone on schools and on student outcomes.

## 2.3 Case studies

Twenty-four case studies conducted between 2012 and 2013 as part of the evaluations provide a more fine-grained understanding of the implementation, impact and outcomes of the initiatives being implemented in *Low SES NP* schools. Case studies of the *staffing, management and accountability* and the *external partnerships* evaluations dealt with different schools at different stages of program implementation .

### 2.3.1 Staffing, management and accountability case studies

In early 2013, case studies were undertaken that focused on the *staffing, management and accountability* initiatives of 12 *Low SES NP* schools. These comprised six new case studies, and 6 follow-ups from 2012 case study schools. The schools reported having implemented a range of initiatives associated with improvements in students' attendance, school readiness, transition to school, new enrolments and student learning outcomes. Several initiatives appeared important in assisting schools to achieve their goals:

- ***Establishing new leadership, strategic and specialist positions***, which allowed schools to better implement:
  - more professional learning and development, especially for using student assessment data to individualise teaching and learning.
  - school development, planning, review and accountability processes, including staff performance management and review and reporting.
  - evidence-based best practice teaching strategies and programs.
  - individualised learning support for students by developing, for example, personalised student learning plans.
- ***Providing professional learning and development opportunities***, which, together with professional learning plans, led to improvements in:
  - the knowledge, skills and attitudes of executive and teaching staff and the strengthening of professional dialogue.
  - management and teaching skills and abilities.
  - the quality of whole school and classroom collaborative planning, particularly in the use of data to inform decision-making.
  - the quality of educational provision overall, including individualised literacy and numeracy learning support.
- ***Employing paraprofessional staff*** (community liaison officers (CLOs) and school

learning support officers (SLSOs) and their equivalent positions) improved:

- the perception of the school in the community and/or the schools' relations with community groups.
  - professional staffs' efficiency and effectiveness.
  - student attendance rates, readiness for school, attitudes to learning, and behaviour in the playground and in the classroom.
  - student learning outcomes.
- ***Implementing team-based approaches***, which increased staff collaboration, enabling teachers to have shared understandings and provide continuity in teaching and learning. In turn, this facilitated improved:
    - staff professional training, learning and development.
    - use of classroom and school databases, setting targets and designing data-driven pedagogy.
    - school development, planning, monitoring and evaluation.
    - program and classroom delivery, particularly for literacy and numeracy.
    - communication with students, parents and the broader community.
  - ***Providing innovative opportunities for students to learn***, including programs to: improve literacy and numeracy, attendance and positive behaviour; provide access to individualised support, including culturally specific support; and support students at transition points.

Schools leaders reported that a multi-faceted approach was required to improve outcomes, particularly those related to student achievement. This made it difficult for them to quantify or even rank the contributions of individual initiatives. They also expressed an expectation that further improvement in outcomes for their school would result from continued implementation of the initiatives.

### **2.3.2 External partnership case studies**

External partnerships allow schools to engage with others to meet better the complex needs of students in Low SES school communities. *Parent engagement* and *university partnerships* are examples of the external partnerships supported by the *Low SES NP*. Two sets of six case studies conducted in between 2012 and 2013 focused on these partnerships.

#### ***Engagement with parents***

Primary and secondary schools selected for these case studies were focused on strengthening the engagement of parents and carers with the school because of the role of parental engagement in improving student learning. School leaders indicated that Low SES NP initiatives around parent partnerships contributed to:

- a strategic focus on the partnership with parents.
- parents learning about their children's learning through parent workshops, seminars and briefing sessions.

- more effective communication with parents.
- increasing parent participation in school activities beyond any explicit initiatives.
- engaging parents in target groups, such as Aboriginal or Torres Strait Islanders, refugees or parents of kindergarten students.
- better home-school collaboration around completion of homework, attendance, behaviour, welfare and transition support.

### *University partnerships*

Case studies of six primary and secondary schools undertaken in 2013 focused on their relations with universities. These ranged from commercial (where schools purchased university products or services) to those more closely resembling the type of *partnership* that delivers the mutual benefit envisaged by the *Low SES NP*. The latter were of two broad types:

- *Outreach-based partnerships*, where a university offers schools and their students access to university-organised activities. Students in some case study schools were provided variously with mentoring, tutoring, career planning and goal setting, information about pathway options and scholarships, university visits, access to exhibitions and targeted access on open days. Such activities are often provided under the Higher Education Participation and Partnerships Program (HEPPP)—a program designed to encourage Australians from low SES backgrounds to study at university. In outreach partnerships, the university is the senior partner, while the schools have a more passive role.
- *Service-based partnerships*, where a university collaborates with a school to provide support and expertise to address an agreed issue or set of issues for the school or its community. Among the case study schools, university researchers at a secondary school were helping the school to measure parent, student and teacher perspectives. At a primary school, trainee speech therapists and a clinical educator from a university provided assessments and support for students with language difficulties.

Schools attributed a number of improvements to their various university partnerships including

- an increase in the number of students (including ATSI students) seeking university entry
- access to support services such as mentoring, tutoring, career planning and goal setting
- improved student and parent awareness of pathway options and scholarships available to provide financial assistance
- an increased student focus on their studies (evidenced by increased engagement in learning, higher aspirations, better use of study periods and better preparation for class activities and examinations)
- improvement in teachers' abilities to better align teaching with student pathways; and
- an improvement in the ability of parents to support their children's learning and career planning.

### 2.3.3 Sustainability

School leaders believed that the *Low SES NP* had contributed to a sense of educational renewal and reform in their schools and were motivated to continue the reforms by the results already achieved. The cessation of *Low SES NP* funding at the end of 2013 has focused their attention on the sustainability of the reforms. They have concentrated on building staff capacity and on embedding the new practices, programs, structures and processes into their school's policies and operations. Schools leaders indicated that they would continue many of the *Low SES NP* initiatives to harvest the longer-time gains. They hoped that the flexibility provided by the new *Local School, Local Decisions* policy and the new resource allocation formula would allow them to continue funding some of the key leadership and paraprofessional positions from their global budgets.

## 2.4 Views of school principals

Principals of schools participating in the *Low SES NP* were surveyed in late 2012 about initiatives at their school funded through the Partnership. Principals reported that the overwhelming majority of staffing, management and accountability initiatives were effective. The average proportion of principals who judged initiatives as *effective* across the 62 *Low SES NP*-funded staffing, management and accountability initiatives included in the survey was 84.2%, and the proportion who judged initiatives as *highly effective* was 42.6%.

The reported effectiveness of the initiatives varied across the intended outcomes and reform areas and comparisons of the effectiveness of initiatives (and of schools implementing those initiatives) may be problematic. The estimates of the relative effectiveness of individual initiatives measured against a designated outcome provide only limited guidance because different outcomes can be more or less difficult to achieve. In addition initiatives may be more or less expensive to implement (a cheaper but less effective initiative might be preferable) and can address multiple and possibly unmeasured outcomes such as efficiency and flexibility in use of resources.

Few differences in the effectiveness of the 62 initiatives evaluated by principals were statistically significant across school types and school contexts. This finding suggests that results about the effectiveness of Partnership initiatives can be generalised across school settings if, as in the *Low SES NP*, schools are able to select the initiatives that they believe best meet their own needs. There were, however, some differences:

- Principals of schools in the lowest ICSEA quartile were less likely than principals of other schools to report that their school's *Low SES NP*-funded initiatives were *highly effective*. Schools in the second lowest quartile frequently reported the highest levels of effectiveness—and the differences were strongest for staffing outcomes.
- Principals of primary schools were more likely to report that initiatives implemented at their school were *highly effective* than were principals of secondary or combined schools. The strongest differences were for initiatives to improve student outcomes.
- Principals of schools in the lowest NAPLAN reading test quartile and of schools

without a NAPLAN reading test score were slightly more likely to report that their *Low SES NP*-funded initiatives targeting staffing outcomes were *highly effective* than were principals of other schools.

- Schools with 99 or fewer students seemed to have less capacity than larger schools to implement management and staffing initiatives effectively, but had somewhat more effective outcomes for initiatives promoting student wellbeing.
- Principals of metropolitan schools were consistently more likely to have viewed their initiatives as *highly effective* than principals of provincial schools.

The overwhelming majority of principals reported that their role had changed since their school joined the *Low SES NP*. For instance, 91.0% of principals agreed or strongly agreed that they now spend *more time on planning & whole school improvement*. Changes in the role of the principal consistent with the goals of the *Low SES NP* were more evident in primary than in other types of schools and in provincial rather than metropolitan or remote schools.

## 3. The survey

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Teachers in NSW schools participating in the *Low SES NP* were invited to participate in a survey of their views about the Partnership through an email sent to their principal on 1 March 2013. Sector representatives had previously contacted the principals to inform them about the survey. The email contained the web address for the survey, and information about the survey. Two reminders were sent to principals during the survey period, which ended on 9 April 2013.

### 3.1 The survey

The online survey was prepared by CRES and the Education Institute, with advice from the Evaluation Unit of the Centre for Education Statistics and Evaluation (in the NSW Department of Education and Communities) and a cross-sectoral working party. Initially teachers were asked some demographic questions and then asked about their teaching experience and their awareness of the implementation of the *Low SES NP* at their school. Answers to these questions:

- ensured that the respondents were teachers at schools participating in the Partnership;
- identified the Partnership school at which the teacher was employed, which permitted data about school characteristics from other sources to be merged with survey responses (see Appendix D). Information about school characteristics allowed investigation of the representativeness of the sample, and of the variation in responses across different school contexts; and
- ensured that respondents had sufficient knowledge about their school's participation in the Partnership to provide informed judgements about the effectiveness of Partnership initiatives at their school.

The survey included 31 multiple-choice questions about the effect of the Partnership on selected aspects of teaching, learning, management and relations with parents and the community. The questions were asked in four groups. The questions in each group had their own structure (for instance, the stem and answers). Each group of questions, however, addressed a variety of topics. The questions addressed three topics about the effect of the Partnership on the school as a whole, while a fourth topic focused on the effect of the Partnership on the respondent's role as a teacher.

The questions can be classified in many different ways. The following classification focuses on three broad content areas, and notes a distinction between process and outcomes within each:

#### **1. *The improvement of schools as a workplace* through:**

- More staff development, including more:



- professional development
  - collaboration with peers
  - mentoring
  - support for early career teachers.
- Better school management, including
    - better leadership
    - more effective teacher appraisal
    - more strategic approaches to school planning.

Although each of these can be considered as outcomes as well as processes, answers to two questions directly address broader outcomes from improving schools as workplaces:

1. whether the school is perceived as *running more smoothly*, which goes to the management of the school and which in turn feeds directly into:
2. whether the school has become a better place in which to teach.

**2. *The improvement of the learning environment* through:**

- more support for teachers in the classroom
- the improvement of teaching practices e.g. using better strategies to support student learning, using assessments to inform teaching strategies and better managing student behaviour
- additional programs and services to promote student wellbeing and learning
- improvements in the way teachers relate to students.

Two questions in particular address the broader outcomes of improvement of the learning environment:

1. whether the school is better at meeting the individual learning needs of students; and
2. whether the school has become a better place in which students can learn.

**3. *Better engagement with parents and the community*, which includes several related elements:**

- better communication with, and engagement of, parents and carers with the school
- better communication with, and engagement of, parents and carers from diverse cultural and social groups with the school
- involving parents and carers with their children's learning
- more links between the school and its wider community.

Better parent and community engagement can itself be an outcome of better school management and can in turn contribute to improving the school both as a workplace and as a place in which to learn. For instance, a question asking teachers about their ability *to better explain the goals of their school to colleagues, parents and others* taps issues around formulation, clarity and communication of the goals of the school; communication with other teachers and parents; and the extent to which classroom practices affect broader school strategies.



The survey also provided teachers with the opportunity to provide written comments regarding *Low SES NP* school staffing, management and accountability initiatives, school external partnerships and on their role as a teacher.

**Table 3.1 Response rates for the survey**

	% of teachers	N
All teachers in <i>Low SES NP</i> schools	---	13,290
Responses to the <i>Low SES NP</i> sample	19.0	2,531
Teachers in <i>Low SES NP</i> sample	18.1	2,408
Teachers in <i>Low SES NP</i> sample asked core questions	15.7	2,084
Principals approached for <i>Low SES NP</i> teacher survey	---	630
<i>Low SES NP</i> schools with at least one teacher responding	54.9	346

1. Based on the survey of teachers, data supplied by NSW DEC and data from ACARA's 2012 My School website.

2. 123 respondents were from persons who were not teachers or not working in a *Low SES NP* school.

3. A further 324 responses were from teachers who had been at their school or teaching for less than a year or were unfamiliar with the *Low SES NP* initiatives.

### 3.2 The sample

Table 3.1 shows that 2,408 teachers, both classroom based and specialist, at *Low SES NP* schools completed a survey. Replies to questions about the respondent's school and current position at their school indicated that a further 123 responses were from persons who were either not teachers or not working at a *Low SES NP* school, or both. These responses were excluded from all results presented in this report. Based on figures from ACARA's *My School* website, approximately 13,290 teachers were working in the *Low SES NP* schools in 2012. Although the population estimates are for 2012 rather than 2013, they point to a response rate of about 18.1%, which is challenging the lower bounds of acceptability. Naturally findings about teacher views based on survey responses should be received in this light.

The low response rate is at least partly a consequence of the two-stage process in obtaining a response—in the first instance, principals had to decide whether to provide their teachers with information about the survey. No responses were received from teachers at nearly half (45.1%) of the *Low SES NP* schools (Table 3.1). It might be surmised that part of the non-response resulted from principals choosing not to participate in the survey.

A respondent's ability to provide an informed answer about the effects of the *Low SES NP* initiatives implemented at their school depended on their knowledge about, and experience of, those initiatives. Several questions were used to detect respondents who were unlikely to have the relevant knowledge and experience. Hence the 324 respondents who had been

at their current school for less than a year, who had been teaching for less than a year, or who indicated that they were unfamiliar with *Low SES NP* initiatives or did not know that their school was participating in the Partnership were not included in the analysis.

The value of the overall response rate is 18.1% rather than 19.0% or 15.7% because the population in Table 3.2 (13,290) is all teachers at schools participation in the *Low SES NP* and 2,408 respondents correspond to this population. There is no way of knowing, independently of the survey, how many teachers in Partnership schools would satisfy the additional criteria for inclusion in the analyses.

The values in Table 3.2 cannot be used to examine the *representativeness* of the sample—there were no comparable data available with which to compare the characteristics of teachers in the sample with the characteristics of all the schools participating in the *Low SES NP*. Nevertheless, they do reveal some features of the sample.

- The study is a survey of *teachers*, but only 62.6% of the respondents are *classroom teachers*. The survey was open to anyone who did *some teaching*. For instance, the first category is *Deputy* or *Assistant principals* who have a teaching commitment. This category also includes several *Teaching principals*, who work in small schools and have teaching responsibilities in addition to their administrative tasks. In fact, the proportion of classroom teachers may be somewhat higher than the 62.6% shown in the table. The open-ended question revealed that some respondents chose to identify with particular learning support or other activity when they also had classroom responsibilities. The value of 14.5% for *Highly Accomplished Teachers* and similar positions may be inflated by teachers taking a more colloquial interpretation of the category.
- The shading in the table highlights the selection of a sub-sample of respondents who are better-placed to comment on the *Low SES NP* initiatives. Some 324 respondents had been teaching at their school or elsewhere for less than a year and/or were unfamiliar with the *Low SES NP* initiatives or did not know that their school was participating in the Partnership. These respondents were asked to complete one further question in the survey and were excluded from the core questions.
- The exclusion of the 324 respondents does not alter the distribution of the sample substantially. It shifts the sample only slightly towards older and more experienced teachers.

**Table 3.2 Characteristics of respondents**

		Respondents (%)	Core question (%)
<b>Total</b>		100.0	100.0
<b>Q2. Sex</b>	<i>Male</i>	23.4	23.2
	<i>Female</i>	76.6	76.8
<b>Q3. Age</b>	<i>20 to 29 years</i>	21.6	18.1
	<i>30 to 39 years</i>	24.5	24.8
	<i>40 to 49 years</i>	22.6	24.0
	<i>50 to 59 years</i>	25.2	26.7
	<i>60 years or older</i>	6.2	6.5
<b>Q4. Current position</b>	<i>Deputy or Assistant Principal</i>	5.4	5.4
	<i>Executive teacher, Department head, Year-level co-ord. or equiv. role</i>	9.8	10.7
	<i>HAT, Teacher educ., Leader of pedagogy or equiv. role</i>	14.5	15.2
	<i>Classroom teacher</i>	62.6	60.7
	<i>Librarian, Counsellor, Careers advisor, Religious instruction</i>	1.1	1.2
	<i>Learning support, special education, literacy &amp; numeracy</i>	3.7	3.7
	<i>Not classified</i>	3.0	3.1
<b>Q5. Years in current position</b>	<i>Less than one year</i>	14.9	6.4
	<i>1 to 2 years</i>	17.4	19.1
	<i>3 to 5 years</i>	26.1	28.6
	<i>6 to 10 years</i>	16.6	18.1
	<i>More than 10 years</i>	25.1	27.8
<b>Q6. Years at current school</b>	<i>Less than one year</i>	11.1	---
	<i>1 to 2 years</i>	14.3	16.1
	<i>3 to 5 years</i>	26.1	29.2
	<i>6 to 10 years</i>	20.2	22.7
	<i>More than 10 years</i>	28.3	32.0
<b>Q7. Years teaching/working in schools</b>	<i>Less than one year</i>	0.1	---
	<i>1 to 2 years</i>	4.8	4.8
	<i>3 to 5 years</i>	16.7	16.4
	<i>6 to 10 years</i>	18.7	18.4
	<i>More than 10 years</i>	59.8	60.4
<b>Q8. Familiarity with this school's</b>	<i>I am involved in leading this school's initiatives</i>	22.9	23.6
<b>Low SES NP initiatives</b>	<i>I have a good idea of what this school is doing as a result of SSNP funding</i>	33.7	34.6
	<i>I know we are involved &amp; some initiatives</i>	31.2	32.1
	<i>I know we are involved in the Low SES NP, but am not sure about the programs</i>	9.5	9.8
	<i>I am unfamiliar with the Low SES NP initiatives</i>	2.3	---
	<i>I wasn't aware that this school was participating in the Low SES NP</i>	0.4	---

1. Percentages are unweighted.

2. Shaded values are removed from the sample for the core questions.

3. 'All respondents' values are based on 2408 responses with small numbers of missing cases, but the relevant sample size is smaller for Q7 and Q8 as less experienced teachers are progressively removed from the sample. Values for respondents to the 'Core questions' are based on 2084 responses.

4. Numbering refers to the survey (Appendix A). See survey for the full wording of the questions.

### 3.3 Representativeness

A response rate of only 18.1% leaves considerable scope for bias in the sample—some categories of schools and teachers may have been more likely to respond to the survey than other categories of teachers. As already noted, the absence of suitable data on teachers in all the schools participating in the *Low SES NP* makes comparisons impossible for characteristics such as the sex, age and experience of teachers. It is possible, however, to investigate the *representativeness* of the sample of 2,408 teachers in terms of the characteristics of the schools at which they teach.

Together with estimates of the number of teachers in each school, administrative data were merged onto the population of the schools participating in the *Low SES NP* for eight school characteristics:

- The *type of school* (primary, secondary, combined, special).
- The *affiliation of the school* (government, Catholic, independent).
- The *location* (metropolitan, provincial, remote).
- The *number of enrolments*.
- The *proportion of ATSI enrolments*.
- The *proportion of enrolments of students with a language background other than English (LBOTE)*.
- The *ICSEA quartile* of the school (defined in terms of all *Low SES NP* schools).
- The *NAPLAN reading quartile* of the school (defined in terms of all *Low SES NP* schools).

Details of these measures are provided in Appendix D.

Table 3.3 shows the extent to which teachers in the sample are over- or under-represented for these school characteristics. The table has five columns, which show, respectively:

- (1) the distribution of teachers in all *Low SES NP* schools across the categories of the eight school characteristics.
- (2) the distribution of teachers in the sample across the categories of the eight school characteristics.
- (3) the weighted distribution of teachers in the sample across the categories of the eight school characteristics.
- (4) the response rate for each category of each school characteristic.
- (5) the number of sample respondents for each category of each school characteristic.

**Table 3.3 Representativeness of responses to the survey by school characteristics**

School characteristics		(1) % of Low SES NP	(2) % of sample	(3) Wtd % responded	(4) % responded	(5) No. of respondents
<b>Total</b>		100.0	100.0	100.0	18.1	2,408
<i>n =</i>		<i>13,290</i>	<i>2,408</i>	<i>2,408</i>	---	---
<b>Type of school</b>	<i>Primary</i>	46.0	51.9	46.1	20.4	1250
	<i>Secondary</i>	42.2	32.6	42.1	14.0	785
	<i>Combined</i>	9.4	13.5	9.4	25.9	324
	<i>Special</i>	2.4	2.0	2.4	15.5	49
<b>Affiliation of school</b>	<i>Government</i>	84.5	65.3	83.9	14.0	1572
	<i>Catholic</i>	11.2	22.4	11.2	36.3	539
	<i>Independent</i>	4.3	12.3	4.9	52.3	297
<b>Location</b>	<i>Metropolitan</i>	60.2	67.1	62.3	20.2	1616
	<i>Provincial</i>	36.6	30.8	34.9	15.2	741
	<i>Remote</i>	3.2	2.1	2.8	12.2	51
<b>Enrolments</b>	<i>800 or more</i>	21.6	22.9	22.2	19.3	552
	<i>500 to 799</i>	24.9	22.3	26.4	16.2	537
	<i>200 to 499</i>	37.4	37.6	33.6	18.2	906
	<i>Less than 200</i>	16.1	17.2	17.7	19.2	413
<b>ATSI enrolments</b>	<i>30% or more</i>	12.9	11.5	13.4	16.2	278
	<i>10% to 29%</i>	32.2	22.2	25.9	12.5	535
	<i>1% to 9%</i>	33.8	39.2	43.1	21.0	943
	<i>0%</i>	21.2	27.1	17.6	23.2	652
<b>LBOTE enrolments</b>	<i>81% or more</i>	26.8	34.5	28.1	23.3	831
	<i>11% to 80%</i>	26.6	27.0	27.7	18.4	649
	<i>2% to 10%</i>	27.5	20.1	23.2	13.2	483
	<i>0% to 1%</i>	19.1	18.5	21.0	17.6	445
<b>ICSEA quartiles</b>	<i>Highest</i>	25.4	39.3	28.8	28.1	947
	<i>Third</i>	24.6	27.4	30.2	20.2	659
	<i>Second</i>	25.2	16.0	20.4	11.5	386
	<i>Lowest</i>	24.8	17.3	20.6	12.6	416
<b>NAPLAN Reading Test quartiles</b>	<i>Highest</i>	23.8	30.9	20.5	23.5	744
	<i>Third</i>	23.8	26.0	27.2	19.8	626
	<i>Second</i>	23.8	21.8	26.8	16.6	526
	<i>Lowest</i>	23.8	17.9	21.9	13.6	431
	<i>Missing</i>	4.8	3.4	3.5	12.6	81

1. Based on the survey of teachers, data supplied by NSW DEC and data from ACARA's My School website.
2. Column (1) is the distribution of teachers at schools participating in the Low SES NP.
3. Column (2) is the distribution of teachers who responded to the survey.
4. Column (3) is the weighted distribution of teachers who responded to the survey.
5. Column (4) is the number of teachers who responded to the survey divided by the number of teacher in schools participating in the Low SES NP.
6. Column (5) is the number of responses. See Appendix B.

Response rates were often slightly higher for teachers at *Low SES NP* schools that were either higher-ICSEA or more strongly-performing in standardised testing such as NAPLAN. Table 3.3 shows that the sample:

***over-represents* teachers from:**

- Primary & combined schools
- Catholic & independent schools
- Schools in metropolitan areas
- Schools with lower proportions of ATSI students
- Schools with high proportions of LBOTE students
- Schools with higher ICSEA values
- Schools with higher than average NAPLAN reading scores

***under-represents* teachers from:**

- Secondary schools
- Government schools
- Schools in provincial areas
- Schools with higher proportions of ATSI students
- Schools with lower proportions of LBOTE students
- Schools with lower ICSEA values
- Schools with lower than average NAPLAN reading scores

Nevertheless, weighting the analyses so that they better accord with the distributions of certain key school characteristics in the *Low SES NP* population may improve the results. The relatively small overall sample size and the sometimes small number of schools in some categories limits any weighting design. Appendix B outlines a weighting schema based on the affiliation of the school, the type of school (with secondary and combined grouped together) and ICSEA quartiles (highest two versus the rest) for government primary schools only.

The third column in Table 3.3 shows the weighted distribution of the sample. Weighting a sample is a statistical technique used to reduce bias in a sample. For this sample, it seeks to increase the importance of responses from teachers in school categories that are under-represented and reduce the importance of teachers in school categories that are over-represented. The goal is to make the distribution of the weighted sample for selected characteristics closer to the distribution of the population for those characteristics.

Table 3.3 shows that the weighting schema used for most of the analyses presented in this report leads to sample distributions that are closer to the population distributions for most of the eight school characteristics. Apart from simply reproducing the population distributions across a number of characteristics, however, a weighting schema needs to consider matters such as simplicity, avoiding large or small weights and the stability of the resulting estimates. The weights used in these analyses only use information about school type and sector (and hence reproduce the population distributions for those two characteristics quite well). Appendix B provides more detail about the weighting schema. Any improvement in relation to the distributions of other characteristics reflects the relationship between that characteristic and school type and sector.

Even after weighting, however, the sample still shows some discrepancies from the population for certain school characteristics.

The sample still:

***over-represents teachers from:***

- Schools with lower proportions of ATSI students
- Schools with higher ICSEA values

***under-represents teachers from:***

- Schools with higher proportions of ATSI students
- Schools with lower ICSEA values

Even after weighting, the low response rate is a strong caveat on any results derived from this survey.

## 4. Impact of the Low SES NP

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This chapter describes teacher responses about the effect of their school's participation in the *Low SES NP* on selected aspects of their school and their own teaching. Their views were elicited by four sets of questions in the survey:

1. **Question 9**—Changes in the frequency of occurrence of a range of student-support, teaching, staffing, training and stakeholder activities at their school since joining the *Low SES NP*.
2. **Question 10**—Teachers' agreement and disagreement with a number of statements about the consequences of participation in the *Low SES NP* for teaching and learning and school management.
3. **Question 11**—The extent to which their school's participation in the *Low SES NP* had affected their own work when in the classroom.
4. **Question 12**—Changes in the quality of professional support for teachers, school leadership and parental support for student learning.

The wording of each of the sets of questions is shown in the survey (Appendix A). The range of school activities canvassed in the four blocks of questions overlaps. The differing stems and response sets across the four sets of questions, however, mean that it is convenient, initially at least, to present teachers' responses separately for each set of questions. The differing structure of the four sets of questions also means that comparisons of responses across the question sets are not always meaningful.

Teacher responses to the four sets of questions are outlined in Figures 4.1 to 4.4 respectively. The results presented in these figures focus on the proportion of teachers who provided the most positive response about the effect of participation in the *Low SES NP* and the proportion who provided *any* positive response. The comparison is most appropriately made with teachers who indicated that there had been *no change*. The proportion of teachers indicating a negative effect was negligible in almost all instances. Each question included the possible response *Not an NP goal for this school*. The values in the four figures exclude these responses and any non-respondents. The figures are based on the values in Tables E1 to E4 (see Appendix E) which show the distribution of responses for each question across each category as well as the number of respondents.

Overall, Figures 4.1 to 4.4 show high levels of positive responses by teachers to each of the four sets of questions, although responses vary across question sets and the specific questions within those sets.

### 4.1 Changes in the frequency of activities since the *Low SES NP*

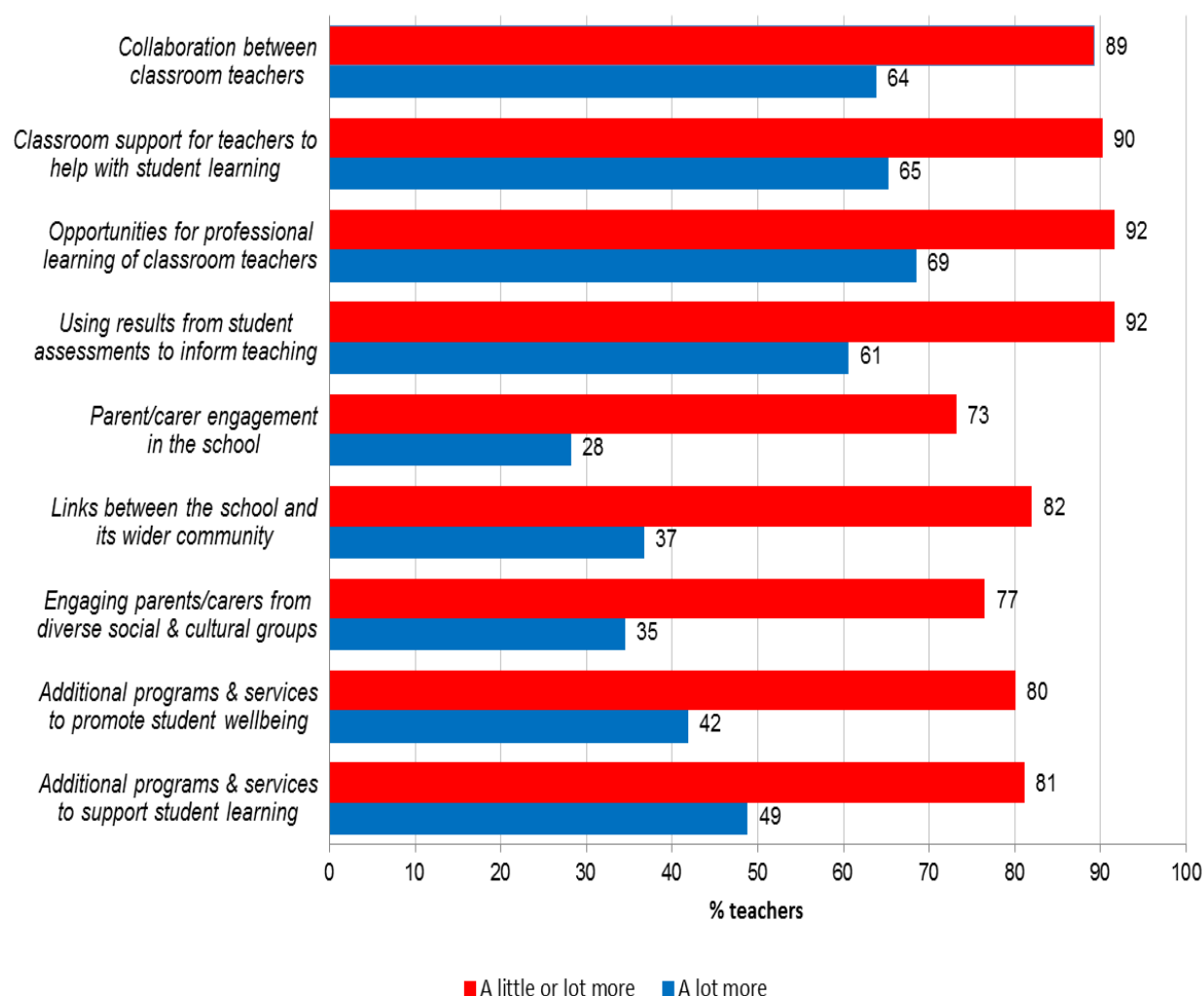
Teachers were asked to indicate whether a number of activities had occurred more or less frequently since the implementation of the *Low SES NP* at their school (Question 9). The



Response options provided for the teachers were *A lot less*; *A little less*; *No change*; *A little more*; *A lot more*; and *Not an NP goal for this school*.

Figure 4.1 shows for each activity the per cent of teachers who responded *A lot more* and *A little or a lot more*. Responses for *A lot less* or *A little less* were negligible, so overwhelmingly the comparisons were between *No change* and some change (Table E1, Appendix E).

**Figure 4.1** Change in frequency of selected activities since the *Low SES NP*



1. The wording of some questions has been altered slightly to facilitate presentation. The original wording is in Q9 of the survey (see Appendix A).
2. The distribution and number of responses are shown in Table E1 (see Appendix E)
3. Responses of Not an NP goal for this school are excluded from the values in this Table.

Substantial proportions of teachers indicated that each of the activities covered in Question 9 had occurred more frequently since the implementation of the *Low SES NP* at their

school. About nine in every 10 teachers indicated that four *teaching-related* activities had increased:

- Collaboration between classroom teachers (89%)
- Classroom support to help with student learning (90%)
- Opportunities for professional learning of classroom teachers (92%) and
- Using results from student assessments to inform teaching (92%).

More than six in every 10 teachers believed that each of these activities was occurring a lot more frequently.

Provision of additional programs and services to promote student wellbeing and to support student learning was occurring more often according to at least 80% and 81% of teachers respectively—including *a lot more* according to 42% and 49% of teachers respectively.

Three items bear on changes in the relations between the school and its stakeholders. About three quarters of teachers reported that parental engagement overall (73%) and for diverse social and cultural groups (77%) had increased since their school had joined the *Low SES NP*. More than a quarter of teachers reported that engagement was occurring *a lot more* (28% and 35% respectively). Similarly, 82% of teachers reported that links between the school and its wider community were occurring more frequently, with 37% reporting that they were occurring a lot more frequently.

## 4.2 Agreement with statements about the *Low SES NP*

About three-quarters or more of teachers responded that they either strongly agreed or agreed to a number of positively worded statements about possible changes at their school because of the *Low SES NP* (Question 10). The available responses were *Strongly disagree*; *Disagree*; *Agree*; *Strongly agree*; and *Not an NP goal for this school*. The values in Figure 4.2 exclude the mostly small number of teachers who indicated that a particular statement was not a National Partnership goal for their school (*Table E2, Appendix E*).

Figure 4.2 shows the per cent of teachers who responded Strongly agree and Agree or Strongly agree for each statement. In contrast to the wording of the other three sets of questions, disagreement (either Strongly disagree or Disagree) does not distinguish between no change and a negative change. The small proportions of teachers who responded Strongly disagree across all statements is consistent with few teachers believing that there had been negative changes (*Table E2*).

In a context of overall agreement with the statements, nevertheless some statements elicited more agreement (and especially Strongly agree responses) than others. Three statements in particular had relatively higher proportions of *Agree* or *Strongly agree* responses:

- Teachers use better strategies to support student learning (91%)
- There is a more strategic approach to school planning (90%), and
- The school has become a better place for students to learn (87%).

About a third of teachers responded Strongly agree to each (30%, 33% and 35% respectively).

Although an overwhelming majority of teachers still agreed, statements about the engagement of the school with some of its stakeholders were somewhat less likely to elicit agreement:

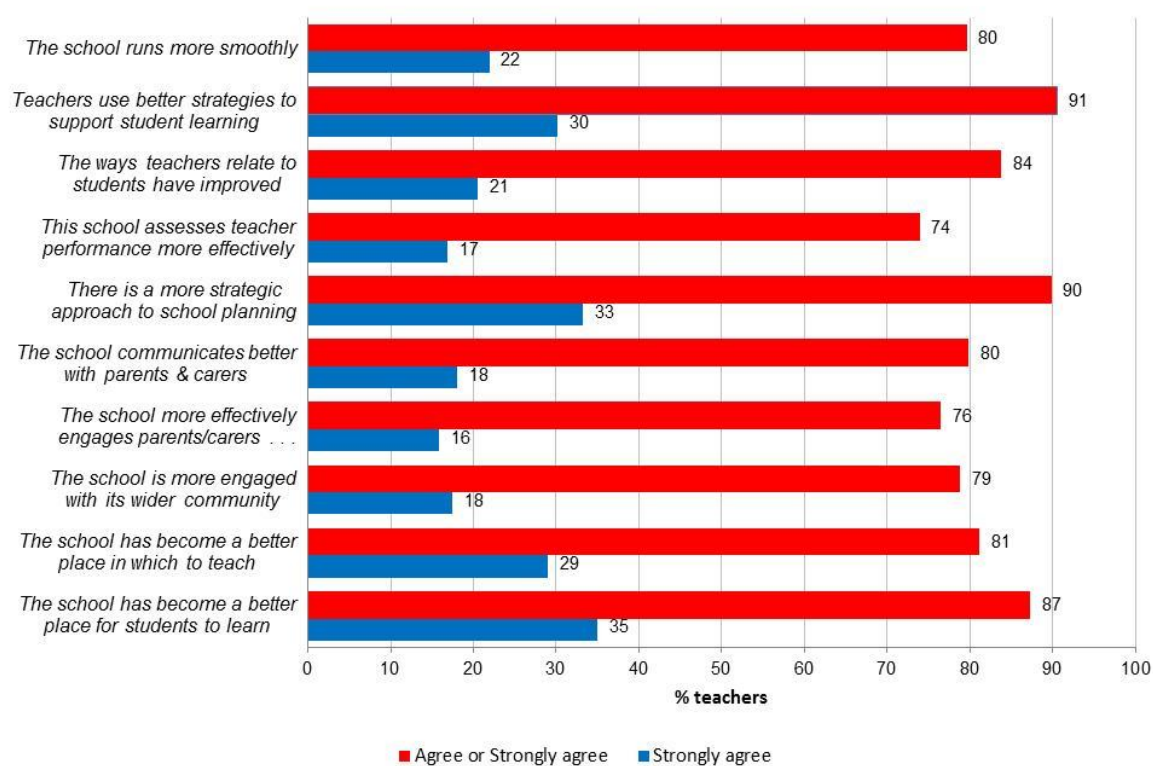
- The school communicates better with parents and carers (80%);
- The school more effectively engages parents/carers (76%); and
- The school is more engaged with its wider community (79%).

Slightly fewer than one in five teachers responded Strongly agree to these statements (18%, 16% and 18% respectively).

This slightly lower level of endorsement is consistent with a pattern across the four questions—improved stakeholder relations are often a little less likely to be reported than are other outcomes of the *Low SES NP*.

Nearly three-quarters (74%) of teachers agreed that their school now assesses teacher performance more effectively because of the *Low SES NP*, with 17% answering *Strongly agree*. This too, however, was a statement that attracted a lower level of agreement than did others included in the question.

**Figure 4.2 Changes because of participation in the *Low SES NP***



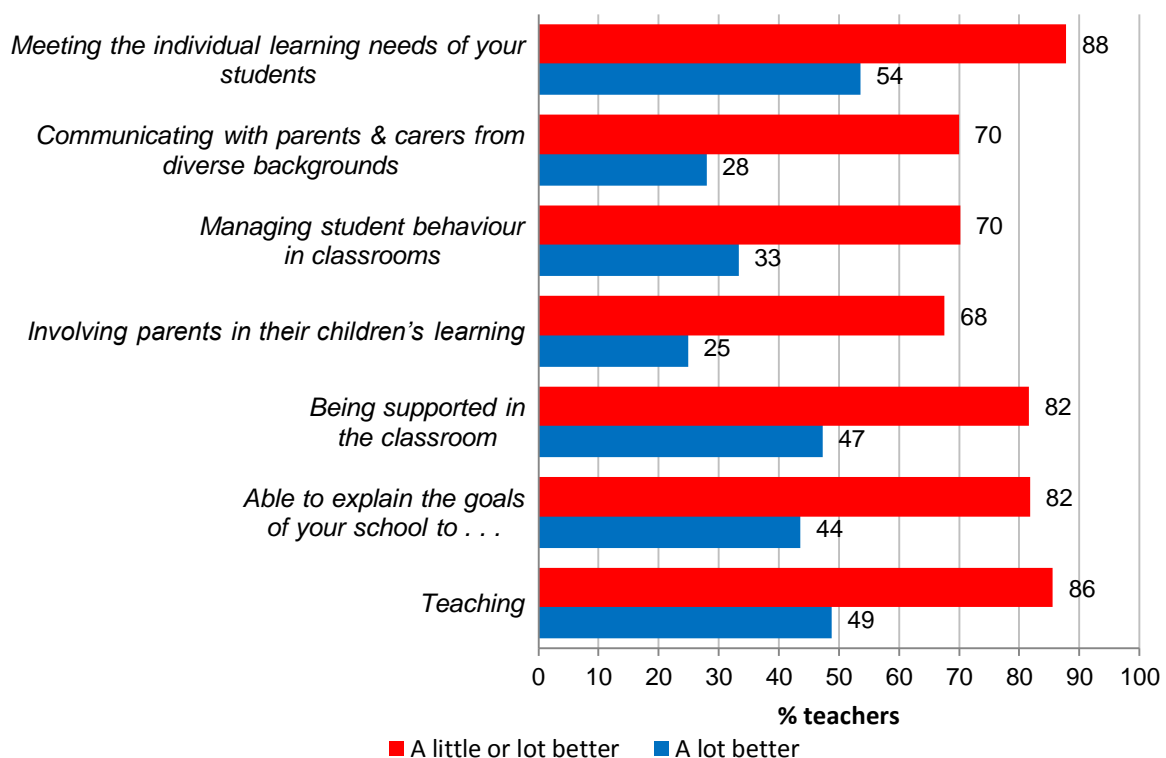
1. The wording of some questions has been altered slightly to facilitate presentation. The original wording is provided in Q10 of the survey (see Appendix A).
2. The distribution and number of responses are shown in Table E2 (see Appendix E).
3. Responses of Not an NP goal for this school are excluded from the values in this Table.

### 4.3 Changes in the teacher's role

When asked about the extent to which the *Low SES NP* had affected aspects of their own role as a teacher, a majority of teachers reported improvements (Question 11). Teachers could indicate whether, because of their school's participation in the *Low SES NP*, they performed specified tasks *A lot less well*; *Less well*; *No change*; *A little better*; or *A lot better* or whether the task was *Not an NP goal for this school*.

Figure 4.3 shows for each task the per cent of teachers who responded *A lot better* and *A little or a lot better*. Responses for *A lot less well* or *A little less well* were negligible, so overwhelmingly the comparisons were between *No change* and some improvement (Table E3, Appendix E).

**Figure 4.3** The extent to which the *Low SES NP* has affected your role as a teacher



1. The wording of some questions has been altered slightly to facilitate presentation. The original wording is provided in Q11 of the survey (see Appendix A).
2. The distribution and number of responses are shown in Table E3 (see Appendix E)
3. Responses of Not an NP goal for this school are excluded from the values in this Table.

More than four in every five teachers reported improvements in several classroom-related aspects of their role:

- *Teaching* (86%);
- *Meeting the individual learning needs of your students* (88%); and
- *Being supported in the classroom* (82%).

About half the teachers surveyed reported that these three aspects of their own role were *A lot better*—49%, 54% and 47% respectively.

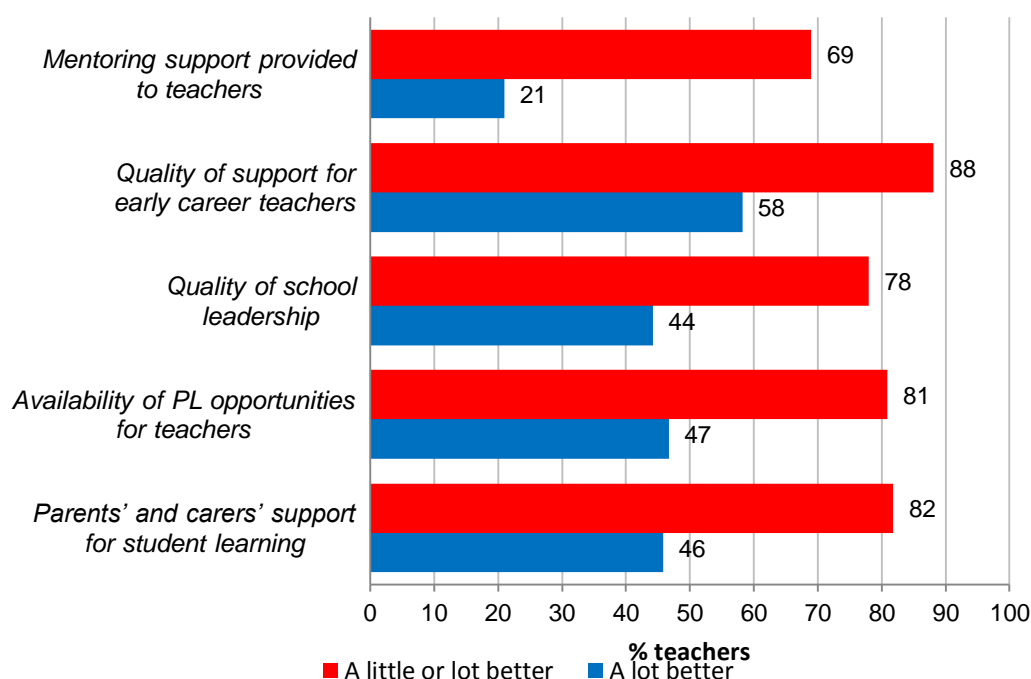
Slightly fewer, but still a majority of teachers (70%), indicated that they were better at *Managing student behaviour in the classroom* because of the *Low SES NP*, including a third (33%) who said that they were *A lot better*.

Teachers also reported improvements in their clarity about the goals and strategy of the school. 82% reported that they were better able to explain the goals of their school to colleagues, parents and others, including 44% who reported that this was a lot better because of the *Low SES NP*.

A majority of teachers reported that they were better at involving parents in their children’s learning (68%) and communicating with parents and carers from diverse backgrounds (70%), with about a quarter (25% and 28% respectively) indicating that they were a lot better at these tasks because of their school’s participation in the *Low SES NP*.

#### 4.4 Improvements due to the *Low SES NP*

**Figure 4.4** The extent to which the *Low SES NP* has affected selected activities



1. The wording of some questions has been altered slightly to facilitate presentation. The original wording is provided in Q12 of the survey (see Appendix A).
2. The distribution and number of responses are shown in Table E4 (see Appendix E).
3. Responses of Not an NP goal for this school are excluded from the values in this Table.

Teachers were asked the extent to which they felt their school’s participation in the *Low SES NP* had affected changes in several aspects of staffing and management at their school (Question 12). The response categories were *A lot worse*; *A little worse*; *No change*; *A little*

*better*; *A lot better*; and *Not an NP goal for this school*. Figure 4.4 shows for each aspect the per cent of teachers who responded *A lot better* and *A little or a lot better*. Responses for *A lot worse* or *A little worse* were negligible, so comparisons are mostly between *No change* and some improvement (Table E4). Again, a substantial majority of teachers reported improvement across a range of aspects of their school.

The aspects of staffing and management canvassed in Figure 4.4 are professional learning for teachers in general as well as mentoring and support for early career teachers; the quality of school leadership; and parental support for student learning. The strongest response by teachers was for the *Availability of professional learning opportunities for teachers*—88% of respondents indicated that this was better because of their school's participation in the *Low SES NP*, including 58% who reported that it was *A lot better*. *Mentoring support* and the *Quality of support for early career teachers* were also reported to have improved because of the *Low SES NP* by about one in every five teachers in the sample (82% and 61% respectively).

Teachers' judgements about changes in the *Quality of school leadership* are similarly positive, with 78% of teachers indicating at least some improvement, which includes 44% who thought that it was *A lot better*.

Nearly seven in every ten teachers (69%) reported that *Parents' and carers' support for student learning* was *A little or lot better* because of their school's participation in the *Low SES NP*, including 21% who believed it was *A lot better*. As with related questions in the three other sections, this level of support was somewhat lower than reported for most other changes, but nevertheless a strong majority of teachers still reported an improvement.

## 4.5 Summary

The survey canvassed teacher views on a wide range of processes and outcomes relevant to the goals of the Partnership. Teachers generally gave positive responses to all questions about the effects of the *Low SES NP* on their school and on their own role as teachers. Responses to several questions that address the outcomes of the Partnership highlight the overall positive tenor of teacher views:

- Nearly all teachers (88%) reported at least some improvement in their ability to meet the individual learning needs of their students, including more than a half (54%) who believed that their ability was *a lot better*.
- Similarly, 87% of teachers agreed that *their school had become a better place for students to learn*, including more than a third (35.0%) who *strongly agreed*.
- 85% of teachers reported at least some improvement in their own role as a teacher, including nearly half (49%) who believed that their teaching was *a lot better*.
- 81% of teachers agreed (including 29% who *strongly agreed*) that their school had become a better place in which to teach.
- In response to a question that goes directly to issues of school organisation and management, and which is particularly close to the staffing, management and accountability initiatives at the heart of the Partnership, 80% of teachers agreed that

their school ran more smoothly because of the Partnership, including 22% who *strongly agreed*.



## 5. Teacher and school differences

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This chapter describes the way in which teacher views about the effect of their school's participation in the *Low SES NP* differ across respondent and school characteristics. It examines relationships with seven teacher characteristics:

- sex
- age
- current position in the school
- years in current position
- years at the school
- year teaching or working in schools
- familiarity with the school's involvement in the *Low SES NP* initiatives.

and with eight school characteristics:

- when the school joined the *Low SES NP*—2009/10, 2011 or 2012.
- the type of school—primary, secondary, combined and special.
- the location of the school—metropolitan, regional or remote.
- the number of full-time equivalent students enrolled at the school.
- the proportion of ATSI students.
- the proportion of students with a language background other than English (LBOTE).
- the Index of Community Socio-Educational Advantage (ICSEA) value.
- the National Assessment Program—Literacy and Numeracy (NAPLAN) mean reading test score.

The teacher characteristics are identified in questions 2 to 8 in the survey (see Appendix A and Table 3.2) while the school characteristics are derived from administrative records and are described in Appendix D.

Teachers at different stages in their career and in different roles may have different views about the effectiveness of the various *Low SES NP* initiatives. For instance, early career teachers may be more open to new approaches to teaching and school management than respondents who have been teaching for a decade or so. Similarly, teachers who are more closely connected with the *Low SES NP* initiatives (or even employed through *Low SES NP* funding) may also have more positive views about the Partnership.

If the Partnership is equally effective across all schools, it might be expected that there would be little difference in the views of teachers about the effectiveness of the Partnership across different school characteristics. Schools implement initiatives that they believe will meet their particular needs. If the decision-making processes and the decisions themselves are appropriate, then the efficacy of the initiatives should be similar across different types of schools.

On the other hand, there are good reasons to expect that the views of teachers about the Partnership might vary across the characteristics of schools, although the pattern of any influences is not necessarily obvious. For instance:



- There has been more time for initiatives to be refined and for their effectiveness to become evident for schools that joined the Partnership in 2009 compared to schools that joined in 2012. Teachers at schools that joined the Partnership in 2009 might therefore have more positive views about the Partnership. If, however, changes have been in place for several years, teachers may no longer consider them to be changes. Hence, teachers in schools that joined the Partnership more recently might be influenced by a novelty effect, while those in schools that have been in the Partnership for longer may be habituated to any effects of the initiatives.
- Teachers in schools with high proportions of ATSI or LBOTE students might be expected to respond more positively to questions about improvements in their school's relations with parents from diverse cultural and social backgrounds. Given the possibly compelling need, however, these schools may have addressed the needs of parents from diverse backgrounds before the school joined the Partnership. Hence, the Partnership may have had little effect on this aspect of the school.
- Schools with lower ICSEA values or NAPLAN reading test scores may face greater school improvement challenges than other schools. Hence, teachers in these schools may report less improvement from *Low SES NP* initiatives. At the same time, these schools may have greater scope for improvement and consequently their teachers might provide responses that are more positive.

## 5.1 Grouping the questions asking for teacher views

The previous chapter discussed the responses of teachers to the 31 questions asking about their views of the outcomes of aspects of the *Low SES NP*. The results for the questions were presented in blocks that corresponded to the structure of the survey—Q9, Q10, Q11, Q12 (see the survey in Appendix A)—because the stems and responses for the questions were the same within these blocks, but differed between blocks. It was simpler to present and discuss responses to questions with similar structures together.

Questions from different blocks, however, are often asking about the effectiveness of similar initiatives. For instance, the following two questions address similar initiatives:

- Q9. Is each of the following occurring *more* or *less* frequently since the implementation of the Low SES NP initiatives at your school?
- c. Opportunities for professional learning of classroom teachers  
(A lot less, A little less, No change, A little more, A lot more).
- Q12. To what extent do you feel that the Low SES NP initiatives have affected the following?
- d. Availability of professional learning opportunities for teachers is:  
(A lot worse, A little worse, No change, A little better, A lot better).

The analyses and discussion in this chapter group similar questions around four themes:

- Managing the classroom
- Meeting student needs outside the classroom

- Managing parent and community relations
- Managing the school.

The allocation of questions to the four groups is summarised in Table 5.1.

**Table 5.1 Questions grouped by scales**

<b>MANAGING THE CLASSROOM</b>	<b>MANAGING THE SCHOOL</b>
11g. Teaching	10j. The school has become a better place for students to learn
11c. Managing student behaviour in classrooms	10i. The school has become a better place in which to teach
11a. Meeting the individual learning needs of your students	10a. The school runs more smoothly
11e. Being supported in the classroom	10b. Teachers use better strategies to support student learning
11f. Able to explain the goals of your school to colleagues, parents and others	10c. There have been improvements in the way teachers relate to students
12d. Availability of professional learning opportunities for teachers	10d. This school uses more effective methods to determine how well teachers are performing
12c. The quality of school leadership	10e. A more strategic approach to school planning
12a. Mentoring support provided to teachers	<b>MANAGING PARENT AND COMMUNITY RELATIONS</b>
9b. Classroom support for teachers to help with student learning	9e. Parent/carer engagement in the school
9c. Opportunities for professional learning of classroom teachers	11b. Communicating with parents and carers from diverse social and cultural backgrounds
9a. Collaboration between classroom teachers	9g. Engaging with parents and carers from diverse social and cultural groups
12b. Quality of support for early career teachers	10g. The school is more effective in engaging parents and carers from diverse social and cultural groups
9d. Using results from student assessments to inform teaching	11d. Involving parents in their children's learning
	10h. The school is more engaged with its wider community
<b>MEETING STUDENT NEEDS OUTSIDE THE CLASSROOM</b>	12e. Parents' and carers' support for student learning
9h. Additional programs and services to promote student wellbeing	9f. Links between the school and its wider community
9i. Additional programs and services to support students in their learning	10f. The school communicates better with parents and carers

*See questions 9, 10, 11 and 12 in the survey shown in Appendix A.*

The groups are based primarily on the size of the inter-correlations of the responses—answers that were more closely correlated were grouped together. The responses were scored 1, 2, 3, 4, and 5 from low to high (or for Q9, for which the order of responses has a different meaning and which has only four responses, 4, 3, 2 and 1). Responses of *Not an NP goal for this school* were excluded from analysis. For instance, the Pearson's correlation coefficient between Q11g *Teaching* and Q11c *Managing student behaviour in the classroom* was + 0.67, which, as the highest inter-correlation for these two questions, led to them being grouped together under *Managing the classroom*.

Where inter-correlations were of a similar magnitude, questions were allocated to groups based on of their substantive content. Underlying these four groupings, however, is an overall view of the Partnership by teachers—the groupings sometimes reflect only limited variation in aspects of teachers' underlying attitudes to the Partnership as a whole. Table 5.1 shows the questions included in each group:

- *Managing the classroom* has the largest number of questions—thirteen. It includes questions relating to a number of aspects of teaching—teaching itself, student behaviour, cooperation and support among teachers, professional learning and the strategic use of assessment to inform teaching practice. The group includes two possibly surprising questions—*being able to explain the goals of your school to colleagues, parents and others* and *the quality of school leadership*, both of which on the basis of their wording, might be considered to be part of the *Managing the school*. Their inclusion in *Managing the classroom* points to the importance of overall leadership, direction and goal setting to the classroom teaching.
- *Meeting student needs outside the classroom* contains only two questions—*additional programs and services to promote student wellbeing* and *additional programs and services to support students in their learning*. Both these items tap effects of the Partnership on students outside the classroom. On occasion, these relate to school characteristics differently from other groupings. These questions are residual—their content did not fit well with the other groupings but responses to them were related.
- *Managing the school* includes responses from seven questions, most of which relate directly to the Partnership's effect on aspects of school management and staffing. Some questions, however, are more global comments about the school environment—whether the school is a better place in which to teach or learn, for instance, and even the use of better teaching strategies, which might be thought to be more closely related to *Managing the classroom*.
- *Managing parent and community relations* contains nine questions that ask about the school's outreach to parents in general and to parents from different cultural and social groups in particular as well as broader questions about the school's engagement with its wider community.

The answers to questions in these four groupings and overall are summarised in five standardised scales in order to provide an overview of the pattern of teachers' responses across school characteristics. The scale for a particular grouping of questions is the average of the sum of the standardised scores of responses to each of the questions in the group. Standardisation addresses the difficulty of comparing and combining questions with

different response sets (*a lot less to a lot more, strongly disagree to strongly agree and a lot worse to a lot better*) by transforming each score so that it has the same mean and standard deviation and summing these scores for related questions.

Each scale has been constructed so that it has a mean of 50. Higher values correspond to views that are more positive. Because the scales have also been constructed with a standard deviation of 10, one unit on any of the scales is a tenth of the scale's standard deviation, which is possibly about the minimum value when considering substantive differences between values.

The results in the previous chapter showed that the views of teachers about the *Low SES NP* initiatives were strongly favourable—the Partnership had encouraged the kinds of changes that intended. Hence the mean for any of the scales substantively corresponds to an overall positive view about aspects of the Partnership. When comparing categories of teacher and school characteristics, some categories will necessarily be *below the overall mean*. This does not imply that teachers in that category (for instance, *Males*) had negative views about the Partnership, merely that they generally reported *less positive views* than did teachers in another category (for instance, *Females*).

## 5.2 Teacher characteristics

In italics in the first row for each characteristic, Table 5.2 also shows the statistical significance of the differences among the means. The discussion is mostly restricted to differences that could occur one in 100 times or less ( $p \leq 0.010$ ) due to chance if there were really no differences among the means for the categories of that characteristic. These values assume a simple random sample. The sample could, however, be considered as having resulted from a two-stage selection process (the principal decides whether the school will participate and then, given that the principal has agreed to their school participating, the teachers choose whether to participate). In this case the correct  $p$  values would, to the extent that teachers within schools had attitudes more similar to each other than to teachers in other schools, be somewhat larger than are those shown in Table 5.2. Any effect of within-school clustering on estimates of statistical significance for the bivariate and multivariate statistics presented in this chapter is likely to be less than for simple means and proportions.

The major results from Table 5.2 are:

- ***Female teachers had more positive views of the Low SES NP initiatives than did male teachers.*** The differences were strongest for the *Classroom management* initiatives (50.8 for females and 48.0 for males), but statistically significant for all scales except *Meeting student needs outside the classroom*.

**Table 5.2 Mean scale scores by respondent characteristics**

		<i>All questions</i>	<i>Classroom management</i>	<i>Outside the classroom</i>	<i>Parents &amp; community</i>	<i>School management</i>	<i>n</i>
<b>Total</b>		50.0	50.0	50.0	50.0	50.0	2082
<b>Sex</b>	<i>p =</i>	<i>0.000</i>	<i>0.000</i>	<i>0.787</i>	<i>0.007</i>	<i>0.000</i>	
	<i>Male</i>	48.0	47.4	49.9	49.0	48.7	479
	<i>Female</i>	50.8	51.0	50.1	50.4	50.5	1582
<b>Age in years</b>	<i>p =</i>	<i>0.487</i>	<i>0.416</i>	<i>0.114</i>	<i>0.064</i>	<i>0.213</i>	
	<i>20-29</i>	50.1	49.3	50.6	50.8	50.6	376
	<i>30-39</i>	50.3	50.1	50.4	50.7	50.3	514
	<i>40-49</i>	50.0	50.3	50.2	49.7	49.9	498
	<i>50-59</i>	49.9	50.3	49.5	49.5	49.8	554
	<i>60 or older</i>	48.6	49.0	48.3	48.7	48.2	135
<b>Current position</b>	<i>p =</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	
	<i>Deputy/Ass. principal</i>	55.1	56.4	48.3	53.0	53.8	113
	<i>Exec. teacher</i>	53.6	54.4	50.3	51.9	52.7	223
	<i>HAT or equiv.</i>	50.3	49.9	52.0	50.5	50.0	317
	<i>Classroom teacher</i>	48.7	48.5	49.5	49.2	49.1	1263
	<i>Other teacher</i>	47.3	46.3	51.4	49.9	46.3	25
	<i>Special learning</i>	51.0	51.8	49.4	50.0	50.2	77
	<i>Not classified</i>	52.9	53.1	52.3	51.6	52.1	64
<b>Years in current position</b>	<i>p =</i>	<i>0.000</i>	<i>0.000</i>	<i>0.087</i>	<i>0.000</i>	<i>0.000</i>	
	<i>Less than one</i>	51.6	51.2	49.3	51.5	51.6	133
	<i>1-2</i>	51.3	51.5	50.7	51.1	50.6	398
	<i>3-5</i>	50.8	50.6	50.6	50.7	50.8	595
	<i>6-10</i>	50.4	50.4	49.6	50.5	50.0	376
	<i>More than 10</i>	47.9	48.0	49.4	48.0	48.5	577
<b>Years at current school</b>	<i>p =</i>	<i>0.008</i>	<i>0.097</i>	<i>0.379</i>	<i>0.000</i>	<i>0.022</i>	
	<i>1-2</i>	51.2	51.0	50.6	51.1	51.2	335
	<i>3-5</i>	50.1	49.8	50.2	50.3	50.2	606
	<i>6-10</i>	50.5	50.4	49.9	50.7	50.1	471
	<i>More than 10</i>	49.1	49.4	49.6	48.7	49.2	665
<b>Years teaching/working in schools</b>	<i>p =</i>	<i>0.408</i>	<i>0.171</i>	<i>0.073</i>	<i>0.049</i>	<i>0.050</i>	
	<i>1-2</i>	51.7	50.3	52.5	51.6	52.5	97
	<i>3-5</i>	49.8	49.2	50.5	50.4	50.1	331
	<i>6-10</i>	50.2	49.6	50.1	50.9	50.4	370
	<i>More than 10</i>	50.0	50.4	49.8	49.6	49.7	1215
<b>Familiarity with school's Low SES NP initiatives</b>	<i>p =</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	
	<i>Leading role</i>	53.9	54.6	51.0	52.4	52.8	490
	<i>A good deal</i>	50.8	50.9	50.8	50.8	50.2	720
	<i>Identify initiatives</i>	48.7	48.5	49.7	49.0	49.1	668
<i>Know in Low SES NP</i>	42.3	40.8	45.9	45.0	45.6	203	

1. Means are weighted; n values are actual counts.

2. Discrepancies from the total n for particular variables are due to missing values.

3. p values are derived from F-ratios.

- ***There was no relationship between the age of teachers and their attitudes to the Low SES NP initiatives.*** Despite the lack of any statistically significant relationships between age and any of the scales, there was a suggestion in the consistent pattern of results for each of *Meeting student needs*, *Managing the school* and *Managing parent and community relations* that younger teachers demonstrate more positive views of the Partnership, while for each scale, teachers 60 and over had the least positive views of the Partnership.
- ***Teachers in management positions had more positive attitudes to the Low SES NP initiatives.*** For *All questions*, the mean for *Deputy and assistant principals* (which includes *Teaching principals*) was the highest of any of the categories at 55.1, which is half a standard deviation above the mean. In context, this mean is one of the highest for any category of any teacher characteristic for any of the scales. The mean for teachers in the category *Executive teachers, Department heads, Year level co-ordinators or equivalent role* was only slightly lower at 53.6. The values for *Classroom teachers* (48.7) and *Other teachers* (47.3) (which includes teachers who described themselves as *librarians* or *counsellors*) were correspondingly lower. Similar patterns were observed for all other scales apart from *Meeting student needs*. Despite the relationship being statistically significant, the differences between category means were smaller and without a clear pattern.
- ***Teachers who had recently changed their positions or school had more positive views of the Low SES NP initiatives.*** There are several measures of the experience of teachers in Table 5.2 and the results varied across these measures and across scales. As already noted, attitudes of teachers to the Partnership are not related to their *Age*. Similarly, teachers' attitudes do not vary with their *Total years of teaching or working in schools*. Measures of a teacher's years at their current school and in their current position, however, do suggest that teachers who have recently changed their position or their school have more positive views of the Partnership (except for the *Meeting student needs outside the school scale*). Correspondingly, teachers who had been in their current position and/or school for more than 10 years were the least positive about the *Low SES NP initiatives*.
- ***Teachers more familiar with the Low SES NP initiatives at their school had more positive views about the initiative.*** The converse is also true—those who were less familiar had less positive views. The differences are relatively large and consistent across all of the five scales for which results are reported in Table 5.2.

### 5.3 School characteristics

This section examines differences in attitude to the *Low SES NP* between teachers in different types of schools. The first part uses the same summary scales as the preceding section. The second part examines the differences in responses to some of the individual questions.

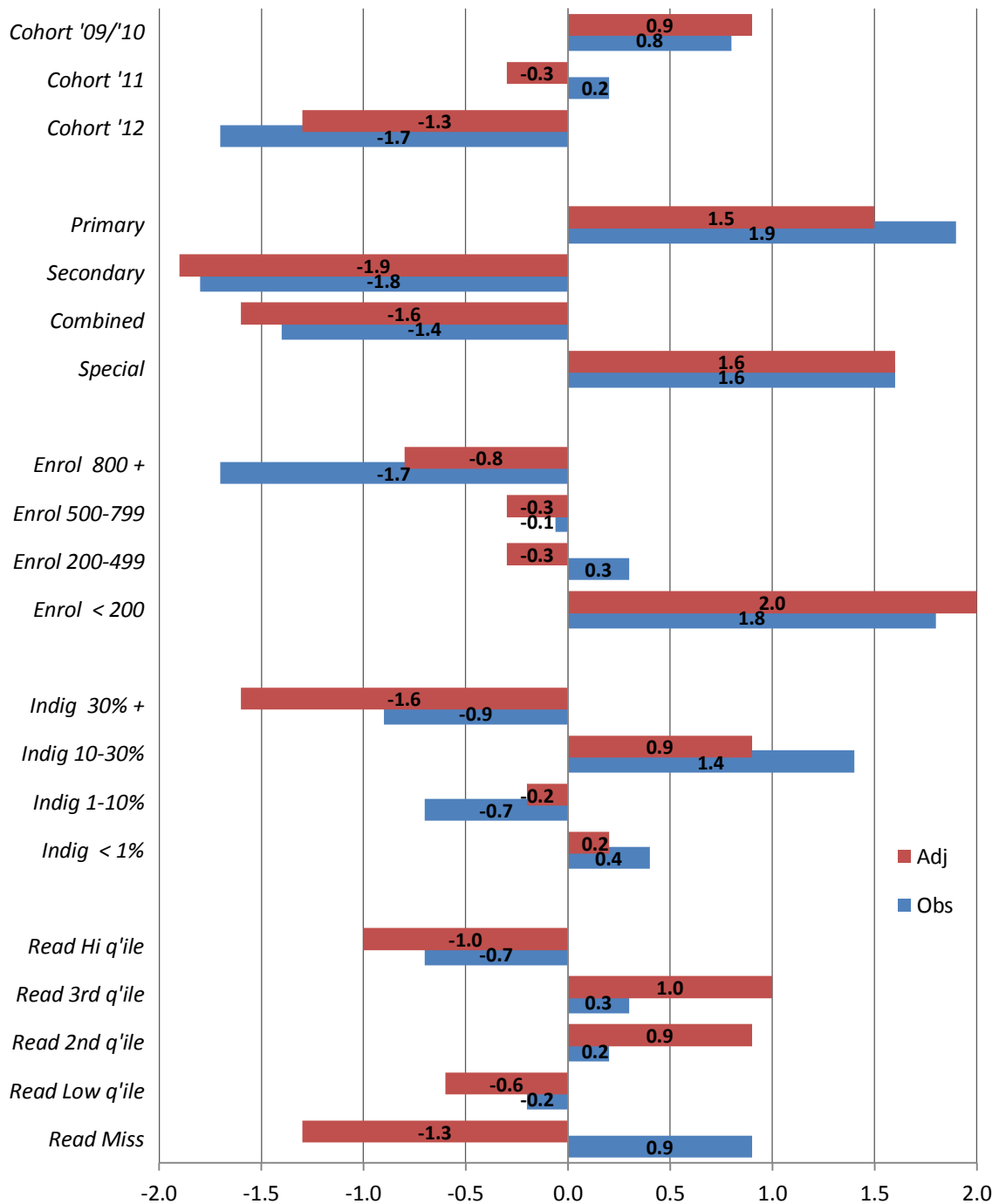


**Table 5.3 Observed and adjusted mean scale scores by school characteristics**

		<i>All questions</i>		<i>Classroom management</i>		<i>Outside the classroom</i>		<i>Parents &amp; community</i>		<i>School management</i>		<i>n</i>
		<i>Obs</i>	<i>Adj</i>	<i>Obs</i>	<i>Adj</i>	<i>Obs</i>	<i>Adj</i>	<i>Obs</i>	<i>Adj</i>	<i>Obs</i>	<i>Adj</i>	
<b>Total</b>		50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	2084
<b>Cohort</b>	<i>p =</i>	<i>0.000</i>	<i>0.001</i>	<i>0.000</i>	<i>0.000</i>	<i>0.842</i>	<i>0.338</i>	<i>0.001</i>	<i>0.003</i>	<i>0.002</i>	<i>0.038</i>	
	<i>2009/10</i>	50.8	50.9	51.0	51.1	50.0	50.3	50.5	50.6	50.4	50.5	881
	<i>2011</i>	50.2	49.7	49.9	49.3	50.1	50.0	50.4	50.3	50.5	50.1	709
	<i>2012</i>	48.3	48.7	48.3	49.1	49.8	49.4	48.6	48.5	48.6	48.9	494
<b>Type</b>	<i>p =</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.000</i>	<i>0.008</i>	<i>0.001</i>	<i>0.152</i>	<i>0.000</i>	<i>0.000</i>	
	<i>Primary</i>	51.9	51.5	52.5	52.2	48.7	49.4	51.0	50.6	51.6	51.1	1088
	<i>Secondary</i>	48.2	48.1	47.5	47.4	51.8	51.3	49.1	49.5	48.2	48.1	703
	<i>Combined</i>	48.6	48.4	48.2	47.6	48.1	49.1	49.2	48.8	49.8	50.1	250
	<i>Special</i>	51.6	51.6	52.4	52.3	48.5	52.5	50.0	50.4	52.5	51.4	43
<b>Location</b>	<i>p =</i>	<i>0.139</i>	<i>0.396</i>	<i>0.108</i>	<i>0.304</i>	<i>0.000</i>	<i>0.823</i>	<i>0.602</i>	<i>0.474</i>	<i>0.444</i>	<i>0.536</i>	
	<i>Metropolitan</i>	50.1	50.3	50.1	50.4	50.7	49.9	50.0	50.3	49.9	50.2	1385
	<i>Provincial</i>	50.0	49.5	50.0	49.3	49.1	50.2	50.1	49.4	50.2	49.8	662
	<i>Remote</i>	47.2	48.1	47.1	48.1	46.6	50.9	48.6	48.9	48.4	48.1	37
<b>Enrolments</b>	<i>p =</i>	<i>0.000</i>	<i>0.018</i>	<i>0.000</i>	<i>0.003</i>	<i>0.000</i>	<i>0.078</i>	<i>0.004</i>	<i>0.038</i>	<i>0.000</i>	<i>0.091</i>	
	<i>800 plus</i>	48.3	49.2	48.1	49.5	52.2	50.9	48.6	48.7	48.2	49.3	471
	<i>500-799</i>	50.0	49.7	49.6	49.5	51.4	50.8	50.5	50.3	49.5	49.4	488
	<i>200-499</i>	50.3	49.7	50.4	49.6	48.6	49.2	50.2	49.9	50.5	50.0	771
	<i>&lt; 200</i>	51.8	52.0	52.4	52.3	47.6	49.3	50.8	51.6	52.1	51.7	354
<b>Per cent ATSI students</b>	<i>p =</i>	<i>0.001</i>	<i>0.020</i>	<i>0.000</i>	<i>0.001</i>	<i>0.000</i>	<i>0.016</i>	<i>0.002</i>	<i>0.188</i>	<i>0.040</i>	<i>0.444</i>	
	<i>30% plus</i>	49.1	48.4	48.8	47.7	47.3	49.2	49.9	50.0	49.9	48.8	246
	<i>10% to &lt;30%</i>	51.4	50.9	51.2	51.0	50.6	51.4	51.3	50.8	50.8	50.2	476
	<i>1% to &lt;10%</i>	49.3	49.8	49.3	49.9	50.5	49.9	49.3	49.4	49.3	50.1	828
	<i>Less than 1%</i>	50.4	50.2	50.7	50.3	49.8	49.4	49.9	50.2	50.4	50.2	534
<b>Per cent LBOTE students</b>	<i>p =</i>	<i>0.496</i>	<i>0.174</i>	<i>0.999</i>	<i>0.659</i>	<i>0.001</i>	<i>0.029</i>	<i>0.051</i>	<i>0.040</i>	<i>0.612</i>	<i>0.306</i>	
	<i>80% plus</i>	49.7	49.5	50.0	49.6	50.8	50.8	49.3	49.2	49.8	49.7	696
	<i>&gt;10% to 80%</i>	50.4	50.8	50.1	50.4	50.8	50.9	50.6	51.0	50.2	50.6	571
	<i>&gt;1% to 10%</i>	50.3	50.2	50.0	50.1	49.3	49.7	50.6	50.3	50.4	50.3	431
	<i>1% or less</i>	49.6	49.6	50.0	50.1	48.6	48.6	49.4	49.6	49.6	49.4	386
<b>ICSEA quartiles</b>	<i>p =</i>	<i>0.188</i>	<i>0.432</i>	<i>0.707</i>	<i>0.252</i>	<i>0.000</i>	<i>0.580</i>	<i>0.082</i>	<i>0.866</i>	<i>0.074</i>	<i>0.119</i>	
	<i>Highest</i>	49.3	49.6	49.8	49.8	49.1	49.5	49.3	50.1	49.2	49.1	797
	<i>Third</i>	50.1	50.6	50.1	50.8	51.1	50.2	49.8	50.0	50.0	50.3	564
	<i>Second</i>	50.6	49.7	50.4	49.6	51.3	50.8	50.7	49.5	50.2	50.0	352
	<i>Lowest</i>	50.1	50.3	49.7	49.5	48.3	50.1	50.5	50.1	50.9	51.5	371
<b>NAPLAN Reading test quartiles</b>	<i>p =</i>	<i>0.432</i>	<i>0.009</i>	<i>0.402</i>	<i>0.069</i>	<i>0.000</i>	<i>0.001</i>	<i>0.040</i>	<i>0.001</i>	<i>0.206</i>	<i>0.110</i>	
	<i>Highest</i>	49.3	49.0	50.1	49.4	47.8	48.9	48.8	48.8	49.4	49.1	612
	<i>Third</i>	50.3	51.0	50.2	50.6	51.7	51.5	50.4	51.4	49.8	50.5	549
	<i>Second</i>	50.2	50.9	49.8	50.8	51.1	50.5	50.5	50.7	50.3	51.0	469
	<i>Lowest</i>	49.8	49.4	49.6	49.2	49.0	49.6	50.1	49.7	50.1	49.7	384
	<i>Missing</i>	50.9	48.7	52.0	49.1	46.3	47.2	48.5	47.3	52.2	50.4	70

1. Details of the school characteristics are provided in Appendix D.
2. Means are weighted; n values are actual counts.
3. Adjusted values control for the effect of other school characteristics using OLS regression. Details of the modelling are provided in Appendix F.
4. p values are derived from GLM F-ratios (observed) and partial F-ratios (adjusted).
5. n counts correspond to All questions. Values for other scales are slightly smaller.

**Figure 5.1** Observed and adjusted differences from the mean for the *All questions* scale by selected school characteristics



Based on results presented in Table 5.3.



**Table 5.4 Summary of teacher views by school characteristics**

<b>School characteristics</b>	<b>Overall</b>	<b>Managing the classroom</b>	<b>Students outside the classroom</b>	<b>Parent &amp; community relations</b>	<b>Managing the school</b>
<b>Cohort</b>	More positive responses from teachers in schools that joined the Partnership earlier.	As for <i>Overall</i> , but stronger effect	Differences not statistically significant	As for <i>Overall</i>	As for <i>Overall</i> , weaker after adjustment
<b>Type of school</b>	More positive responses from teachers in primary & special schools.	As for <i>Overall</i> , but stronger effect	More positive for secondary school teachers	As for <i>Overall</i> , but weaker after adjustment	As for <i>Overall</i>
<b>Location</b>	No statistically significant differences	Differences not statistically significant	Differences not statistically significant	Differences not statistically significant	Differences not statistically significant
<b>Size by enrolments</b>	More positive responses from teachers in smaller schools	As for <i>Overall</i> , but stronger effect	Teachers in larger schools more positive, weaker after adjustment	As for <i>Overall</i> , but weaker, particularly after adjustment	As for <i>Overall</i> , but weaker after adjustment
<b>% ATSI enrolments</b>	Statistically significant differences, but inconsistent (10%- 30% most positive), and weaker after adjustment	As for <i>Overall</i> , but statistically significant after adjustment	As for <i>Overall</i>	As for <i>Overall</i> , but not statistically significant after adjustment	Differences not statistically significant
<b>% LBOTE enrolments</b>	No statistically significant differences	Differences not statistically significant	Teachers in schools with higher % LBOTE more positive	Differences not statistically significant	Differences not statistically significant
<b>ICSEA quartiles</b>	Statistically significant after adjustment but inconsistent—more positive for 2 <sup>nd</sup> & 3 <sup>rd</sup> quartiles.	Differences not statistically significant	Differences not statistically significant after adjustment	Differences not statistically significant	Differences not statistically significant
<b>NAPLAN reading quartiles</b>	Statistically significant differences after adjustment —teachers in schools the 3 <sup>rd</sup> & 2 <sup>nd</sup> quartiles more positive	Differences not statistically significant	Teachers in the 3 <sup>rd</sup> & 2 <sup>nd</sup> quartiles more positive	Teachers in the 3 <sup>rd</sup> & 2 <sup>nd</sup> quartiles more positive	Differences not statistically significant

Based on values in Table 5.3.

### 5.3.1 Scale scores

Table 5.3 shows the means for the five scales across the categories of the eight school characteristics (see Appendix D for a description of the school characteristics). The table shows observed means (in the columns headed *Obs*) and their corresponding adjusted means (in the columns headed *Adj*). The observed values are just the means for the scales for a particular category of a school characteristic (as for Table 5.2). The adjusted values are derived from an ordinary least squares regression equation using the regression coefficients for the particular school characteristic and constraining the adjusted means so that the differences implied by the regression coefficients are preserved and the sum of the adjusted means multiplied by their corresponding proportions is 50. Table 5.4 summarises the results from Table 5.3.

The regression equation that underlies these values contains dummy variables for each of the school characteristics listed in Table 5.3, allowing for an omitted category for each school characteristic. Hence the adjusted value of 48.7 for *Cohort 2012* for the *All questions* scale is the mean *controlling* for any effects of *school type, location, school size, the per cent of ATSI and LBOTE enrolments and the ICSEA and NAPLAN reading test quartile* of the school. *School sector* (government, Catholic and independent) was also included in the regression equation. The adjusted values for *location, per cent ATSI and per cent LBOTE* do not control for ICSEA because these characteristics were themselves used in the calculation of ICSEA values. An example of the estimation procedure is provided in Appendix F.

As for Table 5.2, Table 5.3 shows, for each characteristic for each scale, and separately for observed and adjusted means, values for the statistical significance of the differences among the means (*p values*). Again, discussion is mostly restricted to relationships with *p values* less than or equal to 0.01.

Figure 5.1 shows the observed and adjusted differences from the overall mean for the *All questions* scale by selected school characteristics. Together with Table 5.3 it provides a summary of the way in which teachers' views of the effects of the *Low SES NP* vary across the characteristics of the teachers' schools:

- **Partnership cohort.** Teacher views about the effects of the Partnership were more positive the longer their school had been in the Partnership. For the scale based on all the questions about the Partnership, the difference between teachers at schools that had joined the Partnership in 2009 or 2010 and those that had joined in 2012 was 0.25 standard deviations (50.8 – 48.3). Statistical adjustment did not change this pattern, which was repeated for each of *Classroom management, Managing parent and community relations* and *School management*, although for the latter two scales the distinction was more between schools that joined the Partnership in 2012 and schools that had joined earlier. There was, however, little difference across cohorts for *Meeting student needs outside the classroom*.

These results are consistent with the increasing effectiveness of the Partnership initiatives over time. Outcomes for student learning, in particular, might be expected to improve with students' cumulative exposure to the initiatives over several years.

More positive attitudes over time might also reflect the adaptation of teachers and students to the initiatives or simply their acceptance of the initiatives. They could also reflect modification or improvements to the initiatives over time.

- **Type of school.** Overall teachers in primary and special schools were more positive about the effects of the Partnership than were teachers in secondary or combined schools. The difference between teachers in primary and secondary schools was more than a third of a standard deviation (51.9-48.2), which was only slightly reduced by statistical adjustment. This result was repeated across the various specific scales, although after statistical adjustment the differences between school types were modest for *managing parent and community relations*. Again *managing student needs outside the classroom* was an exception to the overall pattern, with secondary school teachers responding more positively than other teachers.
- **Location.** There was no relationship between the location of a teacher's school (metropolitan, provincial or remote) and their views about the effectiveness of the Partnership. The only exception was *managing student needs outside the classroom*, where teachers at metropolitan schools had views that were more positive about the Partnership. Statistical adjustment, however, removed this difference. Although several of the means for teachers in remote schools are substantially lower than for teachers in metropolitan schools, they are based on relatively few responses.
- **Enrolments.** Student enrolments are a proxy for school size and are related to the type and location of school—secondary schools are typically larger than primary or special schools while remote schools are often smaller than schools in metropolitan or provincial areas. For most scales, the larger the school, the less likely was the teacher to give a positive response to questions about the effectiveness of Partnership initiatives. Statistical adjustment typically reduced the size of any differences so that they frequently slightly exceeded the criterion of 0.01 for statistical significance. For some scales (e.g. *managing parent and community relations*) the order of the size of means was not always consistent. Again, results for *managing student needs outside the classroom* were an exception to this pattern, with teachers in smaller schools being less likely to answer the corresponding questions positively than were other teachers.
- **Per cent ATSI enrolments.** Improving the learning and other outcomes of ATSI students is an important aim of the *Low SES NP*. Engagement with parents and the wider ATSI community is a particular focus. Teachers at schools with 30% or more ATSI enrolments tend to be less positive than other teachers about the effects of Partnership initiatives overall and for some groups of questions, but the extent to which teachers respond positively about the effects of Partnership initiatives does not differ consistently with the proportion of ATSI enrolments at their school.

If the pattern were consistent, the level of positive responses would increase or decrease as the proportion of ATSI enrolments increased or decreased. Instead, the pattern is mostly inconsistent. For instance, for *all questions* teachers at schools with 30% or more ATSI students (49.1) and 1% to 10% ATSI enrolments (49.3) are less likely than average to provide an overall positive response, while teachers in schools with 10% to 30% ATSI enrolments have the highest mean (51.4) and the mean for

teachers at schools with 1% of fewer ATSI enrolments (50.4) is also above average. The differences fall just below significance after statistical adjustment. The differences for *managing parent and community relations* and *managing the school* are also inconsistent and any differences are mostly negligible after statistical adjustment.

- **Per cent LBOTE enrolments.** Improving connections with parents across diverse communities was another goal of the *Low SES NP*. Teachers' views of the effectiveness of Partnership initiatives at their school do not vary markedly with the proportion of students with a language background other than English (LBOTE), with some exceptions. Teachers in schools with a higher proportion of LBOTE enrolments are more likely to have positive views about the effectiveness of the initiative in *Meeting student needs outside the classroom*, although the differences were reduced after statistical adjustment. *Managing parent and community relations*, where differences with LBOTE enrolments might be more expected, showed only slight evidence of a relationship and the pattern of that relationship was not consistent.
- **ICSEA quartiles.** There were few indications of differences among teachers' views based on the educational advantage of the students at their school. The only exception was for *Meeting student needs outside the classroom*, although the differences were not consistent (lower for the highest and lowest quartiles) and even these differences were no longer statistically significant after statistical adjustment.
- **NAPLAN reading quartiles.** After statistical adjustment, teachers at schools in the third and second quartiles of NAPLAN reading test scores had the highest means for the *All questions* scale (51.0 and 50.9 respectively). Statistical adjustment routinely strengthened the relationships between teachers' attitudes about the effectiveness of the Partnership and NAPLAN reading test scores. Higher values for the third and second quartiles were a common pattern. Apart from *All questions*, differences were significant only for *Meeting student needs outside the classroom* and *Managing parent and community relations*.

### 5.3.2 Individual questions

The five scales are useful for summarising relative differences in teacher views about the effects of *Low SES NP* initiatives across school and other characteristics. These advantages of standardisation and summarisation come at a cost:

- Standard and arbitrary means lose a sense of the absolute level of endorsement by teachers of the effectiveness of the Partnership in attaining particular outcomes.
- Summing responses across questions loses the detail associated with responses to particular questions.

The results discussed in this section are for individual questions and focus on the differences across school characteristics in the proportion of teachers who gave a strong positive response—*A lot more*, *Strongly agree*, and *A lot better*. These provide information

about the absolute level of endorsement of particular questions by teachers. These results for individual questions can sometimes differ substantially from the scales to which they contribute.

The discussion draws on results presented in Tables E5, E6 and E7 in Appendix E. Table E5 provides estimates of statistical significance for observed and adjusted percentages while Tables E6 and E7 provides estimates of the observed and adjusted percentages respectively. The statistical adjustment, however, is based on logistic regression rather than ordinary least squares regression because the variables of interest are categorical rather than continuous. The underlying models are discussed in Appendix F. Tables E12, E13 and E14 provide the corresponding information for the percentages of teachers giving any positive response (*A little or a lot more*, *Agree or strongly agree*, and *A little or lot better*) across schools with different characteristics. Although in all these tables the questions are arranged within scales in the same order as in Table 5.1, any interpretation is based on the individual questions.

### ***Managing the classroom***

The main features of questions included in the *Managing the classroom* scale are:

- all have significant relationships with ***type of school***, before and after statistical adjustment (Table E5) and, despite some variation and with rare exceptions, teachers in primary and special schools were more likely to respond most positively than were teachers in secondary or combined schools (Tables E6 and E7).
- many have significant relationships with the Partnership ***cohort***, either before or after statistical adjustment or both and others approximate statistical significance (Table E5). Despite variation in the size of the differences, and regardless of statistical significance, teachers in schools that joined the Partnership in 2009/10 were more likely to respond most positively to each question than were other teachers. Correspondingly, teachers in schools that joined the Partnership in 2012 were less likely to respond most positively than were other teachers (Tables E6 and E7). Several questions showed smaller differences between cohorts—*The quality of school leadership* (Q12c), *Mentoring support provided to teachers* (Q12a) and possibly *Managing student behaviour in classrooms* (Q11c). Nevertheless, these questions still exhibited the pattern of a higher percentage of most positive responses among the first cohort and a lower percentage among the most recent cohort.
- many have significant relationships with the ***number of enrolments*** at the school, especially before statistical adjustment, and others approximate statistical significance (Table E5). Despite variation in the size of the differences, and almost regardless of statistical significance and adjustment, teachers in schools with small enrolments (fewer than 200) were more likely to respond most positively to each question than were other teachers. At the same time, teachers in schools with large enrolments (800 or more) were less likely to respond most positively than were other teachers (Tables E6 and E7). Several questions showed smaller differences after statistical adjustment—*Opportunities for professional learning of classroom teachers* (Q9c) and to a lesser extent *The quality of school leadership* (Q12c), but were still consistent

with the overall pattern.

- many have significant relationships with the *per cent of ATSI enrolments* at the teacher's school and others approximate statistical significance (Table E5). The most frequent pattern of responses across questions is for higher proportions of most positive responses among teachers from schools with less than one percent and 10 to 30% ATSI enrolments. This pattern, though, is by no means consistent and could vary after statistical adjustment (Tables E6 and E7).
- few have significant or near-significant relationships with the *NAPLAN reading test quartiles* (Table E5)—*Being supported in the classroom* (Q11e), *Meeting the individual learning needs of your students* (Q11a), *Quality of support for early career teachers* (Q12b), and *Using results from student assessments to inform teaching* (Q9d) before adjustment and *Being able to explain the goals of your school to colleagues, parents and others* (Q11f) after adjustment. There is little consistency among responses to these questions, especially about differences among the test quartiles rather than the *Missing* category (Tables E8 and E9). For Q11a, Q11e and Q11f, for instance, the *Missing* category is substantially higher than average, with only modest difference among teacher responses across the reading test quartiles.
- few have significant relationships or even approximate statistical significance with the *ICSEA quartiles* (Table E5)—*Classroom support for teachers to help with student learning* (Q9b), *Mentoring support provided to teachers* (Q12a) after statistical adjustment and *Availability of professional learning opportunities* (Q12d) and *Managing student behaviour in classrooms* (Q11c) before adjustment. Even among these questions, the pattern of responses can be quite different. For instance, for Q9b the more positive responses are from teachers in the lowest ICSEA quartile while for Q12a the more positive responses are from teachers in the highest ICSEA quartile (Tables E6 and E7).
- few have significant relationships or even approximate statistical significance with the *location* of the teacher's school (Table E5). The only question that has a statistically significant relationship with *location*, both before and after statistical adjustment, is *Collaboration between classroom teachers* (Q9a). For this question, teachers at metropolitan schools were more likely to give the most positive responses—65.7% for teachers at metropolitan schools, 61.8% for provincial and 44.0% for remote schools for the observed values and 67.0%, 59.4% and 49.4% respectively for adjusted values. Across other questions, however, the pattern of responses to individual questions is inconsistent, with higher values for teachers at provincial and remote schools for some and higher values for teachers at metropolitan schools for others (Tables E6 and E7).



### *Meeting student needs outside the classroom*

There are only two questions on the *Meeting student needs outside the classroom* scale: *Additional programs and services to promote student wellbeing* (Q9h) and *Additional programs and services to support student learning* (Q9i). Responses to these questions are not always statistically significantly related to a given school characteristic both before and after adjustment; and where they are related, they do not have the same relationship.

- Responses to *Additional programs and services to promote student wellbeing* were rarely significantly related to any school characteristics after statistical adjustment, although they were likely to be more positive for teachers at schools that had been in the Partnership longer (Table E8).
- Responses to *Additional programs and services to promote student learning* were, after statistical adjustment, more likely to be positive for teachers at secondary or special schools, less likely to be positive for teachers in larger schools, more positive for teachers in schools with between 10% and 30% ATSI enrolments and more likely to be positive for teachers at schools in the third NAPLAN quartile. (Table E9).

### *Managing the school*

Few of the questions included in the *Managing the school* scale are separately related to the school characteristics of the teachers:

- Two questions have significant relationships with the Partnership *cohort* before and after statistical adjustment (Q10b and Q10d) and one other approximates statistical significance (Q10c). Regardless of statistical significance, however, teachers in schools that joined the Partnership earlier were more likely to respond most positively to each question than were other teachers, while teachers in schools that joined the Partnership most recently were less likely to respond most positively than were other teachers (Tables E8 and E9).
- One question has significant relationships before and after statistical adjustment with the *number of enrolments* at the school—*the school uses more effective methods to determine how well teachers are performing* (Q10d, Table E5). Several other questions approximate statistical significance before statistical adjustment, but across all questions, whether significant or not, there is a consistent pattern of higher values for the smallest schools (fewer than 200 enrolments) and lower values for the larger schools (800 or more enrolments) (Tables E8 and E9).
- Only one question has a statistically significant or near-significant relationship with the *NAPLAN reading test quartiles*—*The school has become a better place in which to teach* (Q10i). Across most of the questions in this group, and including this question, the *Missing* category has a higher-than-average value that is usually reduced after statistical adjustment removes any effect of type and size of school. The tendency is for the second and third quartiles to have higher values than the highest and lowest quartiles (Tables E8 and E9).

None of the relationships between the questions and other school characteristics is statistically significant before or after statistical adjustment, but across these questions

patterns are sometimes repeated:

- The responses of Primary school teachers before and after statistical adjustment are higher than average for each question, while the relative sizes of the values for the other categories are variable.
- The relative value for teachers from remote schools varies across questions, but typically teachers in provincial schools have slightly less positive views than teachers in metropolitan schools.
- Teachers at schools with the highest proportion of ATSI students (30% or more) are typically less likely to provide the highest response, especially after statistical adjustment.

There is little sign of consistent patterns across questions of a relationship between teachers' responses and the per cent of LBOTE enrolments or the ICSEA quartiles.

### *Managing parent and community relations*

The questions included in the *Managing parent and community relations* scale cover a range of issues from simply better communication with parents to more parent involvement to the involvement of parents from diverse social and cultural backgrounds to engagement with the wider community. The relationships between these somewhat diverse questions and school characteristics might be expected to vary. The main features of the relationships of the separate questions with school characteristics are:

- many questions have significant relationships with ***type of school***, before and after statistical adjustment (Table E5). Responses to five questions in particular exhibited strong differences: *Parent/carer engagement in the school* (Q9e); *Communicating with parents and carers from diverse social and cultural backgrounds* (Q11b); *Involving parents in their children's learning* (Q11d); *Parents and carers support for student learning* (Q12e); and *Links between the school and its wider community*, which collectively cover the range of questions in this group. Allowing for variation and with some exceptions, teachers in primary schools were more likely to respond most positively than were teachers in other schools (Tables E10 and E11). There were, however, signs that teachers in secondary schools responded more positively to questions about engagement with the wider community.
- many questions have significant relationships with the ***per cent of ATSI students***. Improving relations between schools and the parents of their ATSI students and ATSI communities more broadly was a focus of the Partnership. While the questions that have statistically significant relationships with the per cent of ATSI students include some that ask about the engagement with parents from diverse social and cultural backgrounds (Q11b and Q9g), some refer to parents generically (Q9e and Q11d). Additionally responses to some questions that ask about engagement with parents from diverse backgrounds are not significantly related to the per cent of ATSI enrolments (Q10g). The pattern of these relationships, however, is not consistent with an assertion such as 'the higher the proportion of ATSI enrolments, the greater the reported effect of the initiatives'. Teachers at schools with between 10% and 30% of ATSI enrolments were typically more likely to respond with the highest positive category while teachers at schools with between 1% and 10% of



ATSI enrolments were least likely to respond with the highest positive category regardless of statistical significance.

- several questions show statistically significant differences across the *NAPLAN reading test* quartiles, especially *Engaging with parents and carers from diverse social backgrounds* (Q9g) and *Parents' and carers' support for student learning* (Q12e). Again, however, for these and other questions, the pattern of teachers' responses across categories is neither one of uniform increase nor decrease. Instead, teachers at schools in the third quartile more frequently gave the most positive response, while responses of teachers at schools in the *Missing* category were highly variable, especially before statistical adjustment.
- few questions have significant or near-significant relationships with *the number of enrolments* at the teachers' schools (Table E5)—*Engaging with parents and carers from diverse social and cultural groups* (Q9g) and *Communicating with parents and carers from diverse social and cultural backgrounds* (Q11b). There is little consistency among the responses to these and other questions either before or after statistical adjustment. There is, however, a tendency for teachers in schools with 800 or more enrolments to be less likely to give the most positive response to these questions, with the important exception of *Engaging with parents and carers from diverse social and cultural groups* (Q9g).

Statistically significant relationships between teachers' responses to questions grouped together under *Managing parent and community relations* and the remaining school characteristics (cohort, location, per cent of LBOTE enrolments and ICSEA quartile) are scarce. Given the apparent connection between per cent of LBOTE enrolments and many of the questions about 'diverse social and cultural backgrounds' it might be surprising that the relationships are statistically significant for only one question—*engaging with parents and carers from diverse social and cultural groups* (Q9g).

## 6. In their own words

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This chapter presents and discusses teachers' responses to several open-ended questions related to aspects of the *Low SES NP*. The questions of relevance to this evaluation were:

- *Do you have any comments about the effect of the Low SES NP initiatives on your role as a teacher?*
- *Please provide any additional comments on Low SES NP initiatives in the area of school staffing, management and accountability.*
- *In your view, what are the main challenges if any, that this school faces in engaging with parents and carers?*

The chapter provides overviews of the patterns of responses to these questions as well as examples of the types of responses. The examples of comments presented in this chapter have been edited at most only lightly to make them easier to read. The sense has not been altered.

### 6.1 The effect of the initiatives on the respondent's role as a teacher

There were 558 replies to the open-ended question about the effect of the *Low SES NP* initiatives on the respondent's role as a teacher. Table 6.1 shows that about a quarter (27.3%) of the respondents who had a score for the *All questions* scale provided a comment. Forty responses could not be coded, which reduced the comments to 25.5% of the respondents. Teachers on the highest quintile of the *All questions* scale (that is, those who responded more positively to the multiple-choice questions about the effects of the Partnership) were more likely to have provided a comment (35.3%), hence the comments overall are likely to be biased towards the more positive end of the spectrum of teacher views about the Partnership.

Teacher comments did not always address the question specifically. Instead, some teachers took this question as an opportunity to comment on the *Low SES NP* initiatives more generally, rather than only on their role as a teacher.

The comments were coded in terms of their overall sentiment—that the teacher believed that, on balance, the Partnership initiatives had:

- a *positive* effect on their role as a teacher or on the school overall.
- a *mixed* effect on their role as a teacher or on the school overall.
- produced *no change* in their role as a teacher or to the school overall.
- a *negative* effect on their role as a teacher or on the school overall.

**Table 6.1 Comments on the effect of the *Low SES NP* initiatives on the respondent’s role as a teacher by the *All questions* scale**

	Quintiles for <i>All questions</i> scale					Total
	Quintile: Lowest	2 <sup>nd</sup>	Middle	4 <sup>th</sup>	Highest	
<b>Responded</b>						
<i>to Q13 - all (%)</i>	25.6	24.9	17.3	19.6	26.1	27.3
<i>n responded - all (n)</i>	94	98	112	112	142	558
<i>to Q13 - excl. uncodeable (%)</i>	22.4	21.6	22.8	25.7	35.3	25.5
<i>to Q13 - excl. uncodeable (n)</i>	83	84	104	108	139	518
<b>Nature of response</b>						
<i>Positive</i>	21.5	74.7	84.1	98.2	96.9	78.0
<i>Negative</i>	44.7	9.6	2.6	0.0	0.0	9.9
<i>Unchanged</i>	16.9	2.1	3.1	0.0	0.0	3.9
<i>Mixed</i>	16.9	13.6	10.2	1.9	4.2	8.2
<i>Total</i>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

1. Values are based on coding of responses to comment for Q13.
2. Some responses (40) could not be coded as Positive, Negative, Unchanged or Mixed. These responses are included in the first two rows and excluded elsewhere.
3. Percentages are weighted.
4. The counts are for the actual comments. The denominator is the 2,084 teachers with a score on the All questions scale.

The result was a global judgement about the tone of each response. For instance, a comment that noted an increase in the teacher’s own workload, but referred to that work as more *exhilarating*, *exciting* or *worthwhile* was categorised as *positive*, rather than *mixed*. Inevitably the borders between these categories are not always clear.

Table 6.1 shows that a strong majority of comments were *positive* (78.0%) with a further 8.2% *mixed*. Nearly one in ten (9.9%) of respondents commented *negatively* on the effect of the Partnership, with an additional 3.9% indicating that the Partnership had made *no change*. The distribution of teachers’ views varied across quintiles of the *All questions* scale, with teachers in the top (96.9%) and next quintile (98.2%) highly likely to provide positive comments, while those in the lowest quintile were more likely than other teachers to have made *negative*, *no change*, and *mixed* comments.

The relationships between the tone of the comments and a scale summarising responses to multiple-choice questions need not be perfect. The responses to the multiple-choice questions were overwhelmingly positive, so even among teachers in the lowest quintile of the scale, many view the Partnership positively, albeit not *very* positively. Hence the 21.5% who provided a positive comment about the Partnership. Some teachers made it clear that there was a difference between the effect of the Partnership on their own role as

teachers (often *no change*) and a possibly positive effect of the Partnership elsewhere in the school. Others used their comment to draw attention to aspects of the Partnership that were not reflected in the multiple-choice questions.

**Table 6.2** Types of positive comments on the effect of the *Low SES NP* initiatives on the respondent’s role as a teacher (%)

<i>Professional Learning</i>	<i>Individualised teaching</i>	<i>Additional staff and programs</i>	<i>Strategic direction</i>	<i>Parents &amp; wider community</i>	<i>Cultural change</i>	<i>Non-specific positive comment</i>	<i>The future</i>	<i>Sense of fairness</i>	<i>Infrastructure</i>	<i>Specialist staff</i>	<i>Better teacher</i>	<i>Transition</i>
29.2	24.8	20.4	8.5	3.7	13.2	18.0	3.0	1.6	1.6	5.2	10.4	2.4

1. Values sum to more than 100 because up to two types of comment were recorded for each comment.
2. Percentages are weighted.
3. The denominator for all values is the 409 positive responses to Q13.

### 6.1.1 Positive comments

Comments were categorised as *positive* if they contained some favourable point or points about the Partnership and no or minimal negative commentary. Table 6.2 provides an overview of the types of benefits identified by teachers in their comments. The percentages sum to more than 100 because up to two benefits were recorded for each comment. The coding of these comments was sometimes difficult because of their brevity.

Additional *Professional learning* was the most frequently mentioned benefit (29.2%), followed by *Individualised learning for students* (24.8%) and the provision of *Additional staff and programs* (20.4%). The smaller category of *Specialist staff* (5.2%) is an extension of *Additional staff and programs*—it is likely that some responses identifying *Additional staff and programs* referred to specialist staff without explicitly identifying the fact. The categories of *Individualised teaching* and *Additional staff and programs* were frequently linked—having additional staff and programs allowed teachers to provide more targeted teaching for individual students. Similarly, *Professional learning* was frequently linked to *Better teacher*—for instance, *the professional learning helped me to be a better teacher*. Comments were only categorised as *Better teacher* if the comment explicitly stated this as an outcome, not if it was simply implied by a positive reference to professional learning.

The other major category was *Non-specific positive comment* (18.0%), which includes comments where the teacher identified the Partnership as beneficial without specifying how it was beneficial. Less frequently mentioned themes in the positive comments included *Cultural change* (13.2%), which referred mostly to collaboration among teachers, and *Strategic direction* (8.5%), which included references to leadership, goal-setting and the use of evidence-based teaching strategies and evidence-based delivery.

The actual responses were:

- **Professional learning.** Improving teaching through access to more, better and

relevant professional learning was a major strategy of the Partnership and the comments show many teachers appreciated the opportunities provided by the Partnership. Professional learning was, however, part of a broader approach to cultural change in schools.

*The training opportunities are excellent and have transformed my teaching practice.*

*It has improved my pedagogy. The professional development programs have been wonderful and meaningful.*

*I have been excited to be a classroom teacher because of the professional development and additional support I have received in the classroom. I am a more effective teacher and I am able to see the improvement in my students' performance.*

*As a teacher I feel the professional development programs that were provided due to NP initiatives have really up-skilled me as a teacher and added to aspects of being a quality teacher. This has had a flow on effect to the students who have benefited from my deeper knowledge of how to support them.*

- **Individualised teaching.** The ability to provide more individualised attention to students, formalised in the creation of Personal Learning Plans, was frequently (24.8%) mentioned as a benefit of the Partnership, often in conjunction with the more strategic use of assessment data and the availability of more staff.

*The extra assistance we can give to individual students is very good.*

*I believe I was already very effective in the classroom, but with the added support I have had the opportunity to more closely tailor learning to each child's individual needs.*

*I am working closely with recent arrival ESL and at-risk LBOTE students, preparing Personal Learning Plans, collaborating with classroom teachers, and providing support, which can make a qualitative difference to the educational experience of these students.*

*[Partnership funding] has enabled us to have smaller classes in mathematics which has assisted with meeting student needs.*

- **Additional staff and programs.** The benefit of additional teachers, specialist staff and other staff in the classroom, by allowing smaller class sizes or through additional programs outside the classroom, was frequently mentioned in the comments and often linked to the ability to provide students with more personalised attention.

*Having so much support in my room has thoroughly improved my teaching practices and outcomes for my students.*

*Being able to employ another primary teacher has meant more targeted and focused literacy and numeracy support in the classrooms. . . .*

*Great to have more programs running to help students particularly with their reading. If students are given assistance with reading, this will help them in all of their subjects and makes them more confident in all of their classes. This confidence enables them to be more settled and cooperative in classroom learning allowing for more learning to take place.*

*Great classroom support has assisted in reducing behavioural disruptions and increased student engagement, resulting in improved learning outcomes. . . .*

- **Cultural change.** An important goal of the Partnership was to change the culture of schools to sustain future improvement in teaching and learning after Partnership funding ceased. This includes changing the attitudes of teachers

towards change, improvement and collaboration with colleagues.

*I am more conscious of the constant need for improvement.*

*More funding has allowed more collaboration. Teachers who collaborate improve their teaching practise.*

*My teaching role seems to be more defined and I have found myself working with other staff at the school and trying new things. Some have worked, others have not.*

*All these initiatives have made me consider my roles in the school and question/improve my performance and effectiveness.*

*I think the opportunity for teacher professional development is fantastic. The support and overall culture of the school has changed towards a better learning environment.*

- **Strategic direction.** Comments about strategic direction were frequently related to other aspects of the *Low SES NP* and particularly to cultural change associated with a focus on teaching practice informed by evidence. These responses reflect a wider goal of modifying the standard picture of teachers each in their own classroom and without the opportunity to learn from, or be subject to the scrutiny, of colleagues. The comments were associated with leadership, the creation of common goals for teachers across the school and accountability for adopting strategies to achieve those goals.

*Clearer goal setting and student tracking.*

*There is more clarity as to the school's goals and teachers are being 'steered' toward having a more cohesive staff.*

*Teaching has become more strategic and there is increased accountability.*

*Data analysis directs student learning more.*

*Professional learning has become more research-focussed and evidence-based.*

*Analysis of data has been a major focus of SSNP. This has resulted in a much deeper understanding of the individual needs of students and subsequent planning and practice.*

*It makes you a lot more accountable for your teaching and having to support what you do with some strong pre and post testing.*

The *Non-specific positive comments* (18.0%) expressed the view that the Partnership was good for the school, its teachers and/or its students. Similarly *Better teacher* comments (10.4%) explicitly claim that the respondent's teaching has improved because of the Partnership and typically followed positive comments about *Professional learning* or, less frequently, *Additional staff and programs*. Comments labelled as *Better teacher* were also associated with *Cultural change* and *Specialist staff*, especially the role of collaboration with peers and learning from mentors. Some comments implied that various Partnership initiatives had improved the respondent's teaching, but this is not captured in Table 6.2.

Other themes were less frequently mentioned in the comments. These were often less closely related to changes in the respondent's role as a teacher, which was the focus of the question. Table 6.2 shows that 3.0% of the positive comments included a reference to *The future*. These comments expressed views about the Partnership either by saying that it should continue or worrying about the effects of the withdrawal of funding. The *Sense of fairness* (1.6%) refers to comments that the Partnership funding only (partially) redresses the educational and other disadvantages experienced by the students. Improvements in *Infrastructure* (1.6% of positive comments) were mentioned by relatively few teachers.



Partnership effects on relations with *Parents and the community* (3.7%) and student *Transition* (1.4%) were also only infrequently mentioned.

### 6.1.2 Mixed comments

Three main themes underlie the comments categorised as mixed:

- **Workload.** The additional workload required of teachers by the Partnership is a theme raised in comments labelled as *positive*, *negative* and *mixed*. In *mixed* comments, teachers report benefits from their school's participation in the Partnership, but also raise substantial concerns about their increased administrative workload, the stress experienced by themselves and/or other teachers, and the consequent costs for students. The theme of limited time is also reflected in observations that the Partnership has tried to do too much too quickly.

*There have been many extra administrative, record-keeping demands made on teachers, which have lessened the time available for teachers to plan, assess and reflect upon their teaching practices. On the other hand, the opportunities for teachers to work together collaboratively have resulted in increased professional learning, quality teaching and consistent teacher judgement.*

*Very successful, but very time consuming—much more paperwork.*

*So much professional development is wonderful but has an unsettling effect on classes that have more casual teachers than they are used to.*

*Differentiated programs and Individualised Learning Plans are of enormous benefit to student learning outcomes. However teacher workload has increased enormously. It is common for teachers [like me] to regularly work 50 hour weeks.*

*I am currently trying to implement so many strategies (literacy target, LIN and LIEN, Reading to learn, evidence-based teaching strategies, social skills, ESSA strategies, NAPLAN Focus) that I don't feel like I have time to do any of them particularly well. I'm sure the school feels that I am extremely lucky to have all of these opportunities for growth. I feel that I would like to have one main focus and when we are all using this proficiently, then add on.*

*There are a lot of initiatives taking place and while they are all extremely successful, useful and appropriate, there are a number of disruptions to school days, routines and teaching staff as a result. This often means that students struggle with instability and inconsistency in the classroom and at home as they are not getting a consistent classroom teacher and a flow of work from lesson to lesson.*

*Much of the teacher training has been interesting and useful but too much information given in too short a time so that there is not enough time for implementation and reflection. This has resulted in many stressed teachers with added burdens to their already heavy load.*

- **Investment for the future.** Teachers believe that they have been experiencing the costs of an up-front investment in positive change, but believe (or hope) that the benefits will follow:

*I feel the benefits in the long term will be better. At present I feel that there are considerable disruptions to teaching and learning in our school while teachers are being up-skilled.*

*A great deal more work currently to establish practices that are more effective and just. That is why it is difficult to work in at the moment—so much more to do to get things up and running efficiently.*

*At the moment the extra workload and commitments are hindering relationships with students but as we become better at what we are doing this will improve.*

*[The Partnership] meant having a lot of time out as a classroom teacher and sometimes all the time out meant we didn't had the chance to put into practice what we were taught as we weren't given time to plan and create. This year we have been given that time.*

- **Not for me but for others.** Some teachers reported that although there had been little impact of the initiative on them directly as classroom teachers, there had been positive effects elsewhere in the school.

*I am not directly involved with any NP program, hence my numerous 'no change' responses [to the multiple-choice questions in Q11]. I feel I meet the learning needs of individual students and manage student behaviour and that I teach well to a high standard with or without NP. However, I am aware it has impacted favourably on many teachers in relation to the above criteria.*

*Personally NP has not changed the way I teach or manage students. The initiatives were things I was already doing. However, there has been an effect on other teachers.*

*The National Partnership programs have made some positive impact upon the school environment and the opportunities available to the students. It has made little impact upon my classroom and the way I teach.*

### 6.1.3 'No change' comments

Only a small proportion (3.9%) of the comments were categorised as *No change*. These are comments that do not suggest that the Partnership is causing any harm, just that the initiatives have not affected the respondent's role as a teacher. Although some of these comments clearly mean that the teacher feels that the Partnership was not improving educational outcomes, the responses are not always negative. Some individual teachers may feel unaffected by the Partnership, even though the initiatives have had positive effect on the school.

The sentiments contained in the comments range from *no change* overall:

*Teachers have more resources to help with their teaching. A lot more work and expectation. Students, however, haven't been able to lift their standards or work ethic in response.*

to *no change* on the particular respondent:

*The majority of the funding has been used to support a comprehension/reading program that is designed for students in years 3-6. It has little bearing on the students within the Support Unit who have intellectual disabilities and complex disabilities.*

The comments were mostly characterised by several features. They:

- were brief, consisting of a few words such as *[The Partnership] has had little impact on me.*
- clearly addressed the question by referring to the respondent's own role as a teacher rather than any effects on the school or other teachers.
- identified one of three situations:



1. the teacher reported that they were already doing everything expected of them under the *Low SES NP* at their school before the Partnership began.
2. they, as specialist teachers (special educators, music teachers, library teachers), had not been directly affected by initiatives that focused on regular classroom teachers.
3. there was no change in their role, without further comment.

#### 6.1.4 Negative comments

Nearly one in every ten teachers (9.9%) commented negatively on the effect of the *Low SES NP* initiatives on their role as a teacher. The tone varied from completely negative to acknowledging some positive aspects of the Partnership. Collectively the comments canvassed a number of themes:

- **Teacher workload** was one of the two key themes among the negative comments about the Partnership. This concern was also reflected in some positive comments. It was expressed in two ways. First, the work required of the teacher by the Partnership took their focus away from other aspects of their role (the teacher felt that he or she had better things to do). The second expressed workload as a source of *stress*—that it wasn't a matter of choosing which tasks to complete, but that all the pre-existing work of teaching and classroom management had to continue and any new work requirements associated with the Partnership also had to be completed, which was stressful (or an additional stress). Of course, these remarks often overlapped.

*[The Partnership] has increased the amount of time spent on administrative procedures, which has taken time from the actual process of teaching and learning.*

*It involves a lot more paperwork and administration which takes away my time [for] planning and preparation.*

*I felt less supported as too much time is spent on paperwork and not enough on core role of teaching. Seem to be spending all our time justifying what we are doing.*

*A lot of teachers have been much more stressed with a great deal heavier workload and TPL.*

Some teachers linked the stress they felt from a higher workload with their sense of increased monitoring and accountability:

*SES NP initiatives have had a huge impact on my teaching practice. The stress and anxiety of meeting deadlines and the fact that your professional approach to teaching comes under so much scrutiny—it suffocates your motivation and enthusiasm.*

*[The Partnership] puts everyone under pressure to achieve tasks that have to be achieved or have a look of achievement within too short a time span.*

- **Disruption to teaching and the usual functioning of the school** was the second key theme in the negative comments. It was also sometimes linked to workload and stress. Many of these comments reported that students were frequently being taught by casual or temporary teachers while their regular teachers were attending professional learning courses or other activities

associated with the Partnership and/or that some students were being withdrawn from their classes for targeted support:

*The amount of time spent in staff development is impacting on teacher time in the classroom at the present time.*

*. . . the time taken for different in-services, frequent meetings either to analyse students' results or to plan cooperatively, take us out of the classroom and it feels at present that the students miss out, being so often taught by casual teachers. . . . the teachers' workload (including purely administrative tasks connected with [meetings about collaborative planning and using explicit teaching strategies]) is enormous which impacts on their quality of work with the students and on their own mental condition (stress and always trying to meet the deadlines).*

*. . . Establishing a learning centre [with Partnership funds] to help students . . . has been disruptive, particularly in classes that mostly have double periods. Students are therefore going in and out of classes constantly. . . .*

*Teachers have been taken from the classroom for professional development and students miss out on professional classroom teaching - subject specific. Students have been withdrawn from class and miss the content of lesson. The next lesson they are behind, have missed the instructions and because of their low ability do not catch up.*

*NP has taken a number of dedicated hours from the executive staff and their roles had to be filled by other teachers for the day. The impact on the school is an inconsistently run day to day operation.*

- **Implementation of the Partnership at their school.** Aspects of implementation were a significant source of concern among teachers who expressed negative views about the effect of their school's participation in the Partnership on them. Some of the comments related to the *manner* in which the Partnership was implemented (for instance, the involvement of classroom teachers in the planning process) while others were concerned about *what* was implemented and its perceived failure to improve outcomes. These themes were sometimes combined when the teacher complained of inappropriate provision of professional learning or other resources.

*We as classroom teachers are not involved in the planning of how the NP initiatives/ program are shaped nor part of the pre planning stage. Often plans & programs are 'created' and we don't have input. Thus we are not taken for the joint ride. No concept of a 'shared' vision.*

*A very large amount of money was wasted on professional development that was not appropriate or useful to me. I would like to be given a choice in the type of PD available that I believe would help me as a teacher.*

*As a Special Education teacher the Low SES NP initiatives at my school have had no positive impacts as we are offered none of the teaching and learning supports the money pays for as it all seems to go toward supporting the mainstream classes.*

- **Philosophy of the Partnership.** While only three teachers explicitly objected to what they believed was an assumption of *teacher inadequacy* underpinning the Partnership (or to a misguided belief in the efficacy of teachers in the context of a student's family background or the broader social context), several other responses had a tone that suggested concern that the Partnership was an implicit criticism of their own or their colleagues' teaching practices.

... Over simplistic & problematic cultural development of blaming the teacher; the pedagogical style of teachers/ing as initial problem before appropriate investigation/problem-solving takes place. ...

- **Design of the Partnership.** Several comments addressed matters related to the design of the *Low SES NP* per se. That it was *too complex, attempted to do too much too quickly*,

... there are a lot of new initiatives being implemented quite quickly. This can be overwhelming at times and whilst I know it is designed to improve teaching and learning at the moment it seems to be hindering it.

- **Divisive culture.** Several teachers commented on what they believed was a change in the culture of their school as the executive expanded and the number of specialist teaching roles increased, creating a ‘them and us’ atmosphere. The expansion of non-teaching staff has not been uniformly welcomed:

... [The] many non-teaching roles that have been created as part of the whole school strategy have undermined the role of the classroom teacher.

- **Sustainability.** Several teachers included concerns over the sustainability of the Partnership—that not only did the Partnership disrupt the usual activities of their school and its teachers, but that when the Partnership funding ceased, all the activity would be to no avail:

There were teachers that were effectively employed to change teacher practice. They have gone back to class now and there has been no change in student engagement or teacher improvement. Mentoring does not work and now no one is doing their load so my question is, what have they done for the last 3 years? Nothing that is sustainable or creating effective change for the school.

NP has created temporary jobs and unfortunately unsupported programs. If NP funding was focused on programs which could be supported after the funding has ceased and the jobs are no longer there, there would have been a far greater positive impact on the school.

## 6.2 School staffing, management and accountability

There were 689 responses (33.4%) responses to the open-ended question asking for additional comments on *Low SES NP* initiatives in the area of school staffing, management and accountability (Q14). Table 6.3 shows three quarters (75.2%) of the comments that could be coded were *positive* about the Partnership, 16.9% were *negative*, 7.0% were *mixed* and 0.9% expressed the view that the Partnership had not changed anything at the school.

The tone of these comments is likely to be more positive than if the full, or a more representative, sample had answered. Teachers who were more positive about the Partnership when answering the multiple-choice questions were also more likely to have commented—33.5% of teachers in the highest quintile of the *All questions* scale commented compared with 26.0% in the lowest quintile (Table 6.3). Teachers who were more positive about the *Low SES NP* when answering the multiple questions were also more likely to comment positively about the school staffing, management and accountability aspects of the Partnership—92.3% of teachers in the highest quintile gave positive comments compared with only 27.1% in the lowest quintile.

The question asks for *additional* comments about staffing, management and accountability. Hence some teachers who had already provided relevant comments in answering the previous open-ended question, might not have repeated them for this question or may have given comments that should be read in the context of their earlier comments.

The proportion of teachers providing positive comments about the *Low SES NP* and school staffing, management and accountability is slightly lower than for comments about the Partnership and the respondent’s own role as a teacher (75.2% compared with 78.0%). There were, however, more respondents to the question about school staffing, management and accountability (617 compared with 518) and respondents were more representative in terms of their overall attitude to the Partnership (Table 6.3). Negative responses, on the other hand, were markedly higher (16.9% compared with 9.9%), partly because *Unchanged* was a less appropriate response (0.9% compared with 3.9%) and partly because the proportion of comments including *mixed* views was slightly lower (7.0% compared with 8.2%).

**Table 6.3 Positive and negative comments on the *Low SES NP* initiatives in school staffing, management and accountability by the *All questions* scale**

	Quintiles for <i>All questions</i> scale					Total
	Quintile: Lowest	2 <sup>nd</sup>	Middle	4 <sup>th</sup>	Highest	
<b>Responded</b>						
<i>to Q13 - all (%)</i>	31.3	29.5	33.3	37.1	36.0	33.4
<i>n responded - all (n)</i>	120	117	147	156	149	689
<i>to Q13 - excl. uncodeable (%)</i>	26.0	25.3	30.8	35.2	33.5	30.2
<i>to Q13 - excl. uncodeable (n)</i>	98	98	134	146	141	617
<b>Nature of response</b>						
<i>Positive</i>	27.1	67.2	87.8	89.1	92.7	75.2
<i>Negative</i>	58.0	17.7	8.3	5.4	4.4	16.9
<i>Unchanged</i>	4.0	0.0	0.8	0.0	0.0	0.9
<i>Mixed</i>	10.9	15.1	3.1	5.5	2.9	7.0
<b>Total</b>	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

1. Values are based on coding of responses to comment for Q14.
2. Some responses (72) could not be coded as Positive, Negative, Unchanged or Mixed. These responses are included in the first two rows and excluded elsewhere.
3. Percentages are weighted.
4. The counts are for the actual comments. The denominator is the 2,084 teachers with a score on the *All questions* scale.

### 6.2.1 Positive comments

Table 6.4 shows the *Low SES NP* benefits most frequently mentioned by teachers in their comments. The percentages sum to more than 100 because up to three benefits were recorded for each comment. The comments included in the table are 84.3% of all the recorded benefits.

The categories included in Table 6.4 reflect the wording of Question 14 and hence are concentrated around the topics of staffing, management and accountability. The majority relate to staffing—*Employing additional staff* (33.2%) and *Employing specialist staff* (10.8%), *Professional learning* (18.8%), *Mentoring* (10.7%) and *Collaboration* (7.5%). Greater *Accountability* of teachers was mentioned in 9.0% of the comments, while

improvements in *Leadership or school management* were mentioned in 8.2% of comments.

- ***Employing additional and specialist staff.*** Employing additional staff was by far the most frequent positive response (33.2%) and was included in comments both as a facilitator (*Employing more staff allowed the school to . . .*) as well as an end in itself (*Having more staff was valuable*) without providing a reason. A second response referred to *Employing specialist staff* (10.8% of positive responses), either generically or by type—a new assistant principal, the recruitment of a highly accomplished teacher (HAT), or a speech pathologist or therapist. Additional teachers and especially in-class teacher aides were mentioned frequently. Especially when the two were combined, the frequency of these comments underlines the role of additional staff in facilitating a wide range of initiatives and their importance for teachers' positive views about the Partnership.

*Additional staffing has assisted immensely.*

*Being able to afford extra staff has allowed other teachers to provide better support to those children who need it and to promote areas of expertise.*

*The flexibility to employ additional staff has developed an ethos of team teaching which provides outstanding support for students in the classroom as well as strong support in the development of resources.*

*Staffing levels have improved providing opportunities for staff to attend PL activities; share information and strategies; focus on the school plan; and generally be involved in school improvement activities that otherwise they would never have had the opportunity or time to be involved in.*

*Additional staff have provided opportunities to improve quality teaching/learning via: \* reduced class sizes; \* teacher professional learning; \* improved school planning evaluation and accountability systems; \* Staff employed with expertise to focus on programs such as Aboriginal education, attendance and engagement.*

Comments on specialist staff illustrate both the appreciation of specialist staff and their often wider importance for a school's Partnership strategy:

*Fantastic having a teacher educator to help teachers and students.*

*Funding for extra support from occupational and speech therapists has been invaluable, as has the literacy/numeracy mentor in the school.*

*. . . we have been able to employ a HAT who has worked closely with all teachers to establish a Programming Policy that has ensured ALL teachers' programs are of a high standard, accountable for students' learning needs and outcomes and meet the DEC and Quality Teaching standards for teachers.*

*We have allocated some of the extra funding towards the part time employment of a speech pathologist and occupational therapist. . . . Whilst they work on early diagnosis and intervention, they are also providing in-house mentoring and modelling of practical strategies that can be used for all students and across a range of KLA's.*

**Table 6.4** Types of positive comments on *Low SES NP initiatives in school staffing, management and accountability (%)*

<i>Employing additional staff</i>	<i>Professional learning</i>	<i>Non-specific positive comment</i>	<i>Employing Specialist staff</i>	<i>Mentoring</i>	<i>Accountability</i>	<i>Individualised instruction</i>	<i>Leadership/better management</i>	<i>Collaboration</i>	<i>Worried about sustainability</i>	<i>Assist disadv. students</i>	<i>Broader curriculum/new academic progs</i>	<i>Evaluation, assessment, data collection</i>
33.2	18.8	12.3	10.8	10.7	9.0	8.5	8.2	7.5	7.4	6.0	5.3	5.2

1. Values sum to more than 100 because up to three types of comment were recorded for each comment.

2. Values are weighted.

3. Values are based on 471 positive responses to comment for Q14 (see Appendix A).

- Professional learning, mentoring and collaboration.** Professional learning extends from formal in-service courses to less formal learning through doing, watching and discussing. It is fundamental to reforms that ask staff to work in new ways, while itself being part of that reform. Staff development can be facilitated by creating environments and circumstances that promote the sharing and dissemination of skills and knowledge. Mentoring, team teaching and collaboration are ways of creating, sharing and embedding professional learning. Professional development can also contribute to common approaches to instruction throughout the school. Teachers' comments cover the range of this learning and its consequences:

*Being able to provide professional development that targets specific need of the teaching staff and those of the students is fantastic.*

*Ability to release staff for professional learning has enabled the school to implement initiatives to improve quality teaching in classroom practice and up-skill teachers in ICT.*

*Engagement coaches are building staff capacity around quality teaching through collaborative planning, demonstration lessons, team teaching and dialogue.*

*NP has given us the [funding] for school in-services in the area of literacy and comprehension, so that all teachers are using the same language and scaffolds, so you see a continuum of skills through the grades.*

*The initiative has allowed our school to utilise the skills base of experts not normally attainable within the scope and reach of a small school. This has increased staff morale; increased productivity from staff; engaged students not previously 'reachable'; and ultimately has increased retention rates, academic outcomes and social skills in most students.*

*The provision of time for all teachers to undertake further professional learning and the availability of funds to engage experts to facilitate professional learning have been one of the best and most exciting things that has happened in my career. The effects of this learning will stay with the teachers so that many students will benefit in the future.*



*Additional mentors/specialist teachers in the areas of literacy and numeracy and student engagement (ICT) has led to enhanced professional learning opportunities for staff as they are equipped with the knowledge and skills, leading to reflection and change in pedagogy.*

*[The Partnership] has supported our school staff to collaborate in designing, teaching and learning programs, team teaching, training colleagues in implementing numeracy across the curriculum and evaluating students' progress.*

*The time it has given us off class to do cooperative planning and learning together as a staff has been a revelation. We work as a team now. We talk professionally at staff room lunches over problems in the class with individual students. We are not an island anymore with no assistance. It has truly been the best two years of my teaching career.*

- **Leadership, management and accountability** were discussed in several contexts, not least of which was additional staffing. The ability for existing leaders to withdraw from teaching to better focus on management was a recurring theme. Some respondents viewed the creation of new leadership positions filled by existing staff as an important part of professional development. Many teachers believed that a strong management team helped classroom teachers to do their job better—and a strong team often equated to more specialist managers. The *Low SES NP* encouraged schools to set learning and other targets and measurable goals, both overall and for individual teachers. Setting goals provided a structure for school leadership and management and the sense of common purpose and direction received favourable comment. Some respondents saw the shared goals and practices a creating a shared school culture:

*. . . The learning and teaching culture is improving.*

*. . . The school has focus and direction for teaching and learning.*

*Allowed the school to far-better develop a focused and strategic approach to what we do.*

*We have become more aware of where we are heading, how we are getting there and how successful we have been.*

*Management has always been good prior to NP. [The Partnership] has given the executive a focus for which to drive the school forward.*

And more directly on leadership and management:

*Amazing opportunity to improve leadership.*

*School leaders/mentors were fantastic in getting us on track and focussed on our goals.*

*The initiative has provided much more systematic management strategies to be developed.*

*Management within my faculty since the NP initiatives has improved 100%. We now have clear goals and direction on how to improve the literacy of our students.*

*The employment of a high performing principal has had a huge impact on the learning of staff and students.*

*Greater opportunities to develop staff to take on board greater leadership roles.*

*Stronger executive (more positions) and therefore more support for classroom teachers and more consistent policies re discipline etc.*

*. . . Leadership in the school has also been improved. ALL staff feel better supported and the school is a happy workplace. . . communication between executive and staff is also much stronger.*

Goals and the measurement of the extent to which they were attained often formed the basis for accountability. The term *accountability*, however, was used in different ways by respondents. Most who used the word intended it to refer to the accountability of teachers to school management (and through management to the broader community). Some comments, however, used accountability in the context of the school's accountability to parents and the broader community while a few raised the issue of management's accountability to staff. The use of assessment and other data was often raised in the context of accountability and evidence-based approach to management. Management structures were also linked to accountability.

*School planning a lot more strategic and accountable.*

*Data has become very important for our accountability.*

*Significant shift in accountability—it is now about every child's learning and progress.*

*A very positive experience for our school as everyone is more accountable for what is being taught—clear school goals are focussed on by all staff.*

*The additional resources, including staffing flexibility, have allowed improved quality of teacher supervision by Head Teachers.*

*A greater sense of accountability is achieved through distributed leadership.*

*Teachers are more aware of accountability and the expectations placed on them through their teaching.*

*There is a higher level of support and accountability for classroom teachers which can be daunting for New Scheme Teachers in particular, however, the outcomes for students have improved as a result and the benchmark for achievement has been raised.*

- ***Differentiated or individualised instruction*** was a separate theme, albeit nearly always underpinned by reference to the employment of more staff, particularly in the classroom or in the context of smaller classes. Individualised teaching for all (or for more) students was mentioned in 8.5% of the positive comments. Similar considerations support *Assistance for educationally disadvantaged students* (6.0%) and the ability to offer *A broader curriculum or new academic programs* (5.3%). The provision of Individual Learning Plans (ILPs) was an expression of the goal of differentiated instruction.

References to *Evaluation, assessment and data collection* (5.2%) were typically closely aligned with the theme of *Individualised instruction*—that better and more frequent assessment of students could allow teaching to be better tailored to the needs of students. Sometimes, however, this theme was related to the topics of *Accountability* (that a focus on the evaluation of students' assessment outcomes made teachers more accountable) and *Leadership* (that an evidence-based management approach was preferable). These links are shown in the following comments:

*Having time to analyse [assessment] data has provided more focused teaching.*

*We have been able to further target and cater to student needs through ILPs . . .*



*The ability to utilise some funds in our small school for differentiated learning groups has been invaluable.*

*Low SES NP has allowed many more students to receive the benefits of individualised learning programs and has supported all students throughout the school.*

*Additional teaching staff has allowed smaller classes which has had a major influence on behaviour management and hence learning time increases.*

*Low SES NP has enabled staff to be focussed on particular programs which target particular students. These programs (e.g. MiniLit, MultiLit) come at considerable cost to the school in terms of teacher training and implementation of 1:1 delivery and monitoring.*

*Teachers are much more aware of the need to know exactly what the children know and the direction their teaching should take.*

*This funding has allowed the school to run fantastic programs that utilise many professionals as support staff. This has allowed us to cater to individual learning needs better.*

*We have been able to employ and use extra staff to target specific students on a one-to-one basis to allow specific teaching. We are able to access a speech therapist as there is a huge need in the early learning area.*

*[The Partnership] has enabled us to expand our curriculum options and provide better programs that target our under-achieving and disengaged students.*

*It has been invaluable being able to target the infant years so that we have been able to identify and 'fix' those children from an early start rather than later on in their primary schooling [when they have] the added problems of poor attitude to learning that come with not succeeding over a few years.*

Table 6.4 includes two categories of comments that lie outside the scope of staffing, management and accountability. A proportion of the positive comments were simply affirmations of support for the Partnership (12.3%) while 7.4% of the comments raised concerns about the future of the school's Partnership initiatives when funding from the

**Table 6.5 Types of negative comments on Low SES NP initiatives in school staffing, management and accountability (%)**

<i>Misdirection of funds</i>	<i>Poor implementation</i>	<i>Workload/stress</i>	<i>School Leaders a problem</i>	<i>Lack of consultation</i>	<i>Lost class time/disruption to learning</i>	<i>Divide between staff &amp; management</i>	<i>Poor administration of program</i>	<i>Lack of clarity</i>	<i>No personal benefit lack of equity</i>	<i>School admin. disrupted</i>	<i>Program will stop</i>	<i>Undermining teachers' professionalism</i>
24.4	21.4	20.7	19.0	17.9	9.5	6.8	3.8	3.0	2.4	2.4	1.3	1.3

1. Values sum to more than 100.0% because up to three types of comment were recorded for each comment.

2. Values are weighted.

3. Values are based on 100 negative responses to Q14 (see Appendix A).

Partnership ceased. Some less frequently mentioned themes, while not included in Table 6.4, are nevertheless discussed above—for instance, *Data collection* (5.1%), *Smaller classes* (4.8%), *Clearer goals* (2.8%), *Student welfare support* (2.5%) and *Cultural change*

(0.4%). Other less frequently mentioned categories did not fit easily under the three main headings in this section—*Improving student outcomes* (3.9%), *Improving student behaviour* (3.6%) and *Improving relations with parents* (1.7%) or with *the broader community* (1.0%).

## 6.2.2 Negative comments

Table 6.3 shows that 16.9% of the coded comments about staffing, management and accountability (101 teachers) were critical of the Partnership. Table 6.5 shows the nature of these comments.

- ***Misallocation of Low SES NP funds.*** These comments suggested other, better, ways in which Partnership funds could be used, usually with the implication that the way in which funds had been used at the teacher's school was particularly poor. They often carry the sense of a lost opportunity. There was, however, a perhaps surprising unanimity among these respondents. A common theme underlying many of the response was that less Partnership funding should be expended on moving senior staff 'off-class':

*Too many chiefs, not enough Indians; Top heavy in executive staff, need more foot-soldiers; I think at our school we have 'too many chefs in the kitchen'; The Low SES NP . . . [took] some of our most experienced teachers off class to sit in an office. Much money invested in leadership roles but classroom teachers still overloaded. We are top heavy with Assistant Principal positions at this school.*

and that more should be spent on teachers to reduce class sizes:

*Classroom teachers are required to improve performance not greater numbers of executive staff; Too many executive roles and not enough teacher support e.g. smaller class sizes extra teachers;. . . Far too much focus on leadership mentoring rather than on whole school/classroom; Money would be better spent on making class sizes smaller; I believe that class sizes in low SES areas is a major issue; The funding could have been spent in lowering class sizes.*

There is some variation around the details—more support in existing classes, differently structured classes, specialist teaching staff, team teaching—but the broad thrust is clear. These teachers would like more resources focused on the classroom and delivery of instruction to students and, in some cases, particular types of instruction.

While extra classroom-focused resources might contribute to better learning outcomes for students, in the context of the *Low SES NP*, where funding was for four years, the extra resources have come to an abrupt end. Unless a sustainable change can be made in the ways in which schools are managed and teaching is undertaken, doing more of the same will at best produce a short-term improvement in outcomes.

- ***Poor implementation.*** While misallocation of *Low SES NP* funds implies that Partnership money was spent on the wrong activities, *poor implementation* suggests that while a particular initiative or group of initiatives might be quite useful in-principle, it was implemented poorly and hence was not as useful as it

might have been. Table 6.5 shows that 21.4% of teachers who made negative comments identified some problems with the implementation of initiatives. Some comments are generic:

*Initiatives are being done on a 'cut-price' basis. Lots of them, rather than a few that are well funded.*

while others cite particular instances:

*The school paid external companies for professional development that was not useful . . .*

*The school has promoted early career staff to positions of 'Mentor'—they lack experience and knowledge to properly fulfil their role. The data collection puts pressure on teachers- teachers do not give accurate results as they fear being blamed for student's poor performance.*

*Three classroom teachers . . . and four Assistant Principals were taken off-class full time. The aim was for these 'expert teachers' to support student learning programs, visit classrooms, do demonstration lessons and share their knowledge of good teaching. [Instead] these teachers sit in their offices and look after children who are misbehaving. Their roles have been made administration roles. It was very badly managed.*

The (purported) frequent use of *Low SES NP*-funded support staff as casual relief teachers is a theme in responses to both this question and the previous question that asked teachers about changes in their role. The comments suggest variously that this practice should cease or that sufficient teacher aides be employed to allow for the practice.

- **Workload and stress.** One in five (20.7%) of teachers who commented negatively on the staffing, management and accountability aspects of the Partnership referred to increased workload or stress as a major concern. The accountability requirements of the Partnership were often identified as a major source of the increase in teachers' workload—they were no more than red tape. Stress was linked to this increased workload and to the extent and nature of change. Teachers' concerns were not only personal, but also professional—the time required to administer or implement aspects of the Partnership meant that other, more important, classroom teacher tasks were completed less well or not at all.

*The accountability of the programme has added additional pressure to teachers. . . . Many staff feel like they are sinking but are reluctant to speak out in case this reflects badly on them. There is a presumption that everyone is at ease and is handling the changes without actually asking people.*

*There are increasing demands on the class teacher to constantly assess and gather data about all individual students for SSNP project as well as prepare, teach and assess in all other KLAs. The time to complete these tasks with no extra assistance is often unrealistic in a classroom setting where students present daily with other learning / management issues as well as behaviour problems.*

*I think at times there is an unrealistic expectation placed on teachers. MOST of us work above and beyond expected hours but are still being called on to do more and more. Each new idea brings new demands we need to find a way that increases education not administration*

*Too many teachers needing to be out of class. It's easy to provide a casual teacher to replace them, but the regular teacher needs to prepare the lesson before and pick up the pieces after. Too much 'extra' expected of teachers, despite the promise of relief. . . [regular teachers] also have had to rewrite or implement identified aspects of programs, evaluate them and then collect and present data. Teachers will be glad to see NP finish.*

- **School leaders a problem.** A fifth (19.0%) of teachers who commented negatively on the staffing, management and accountability aspects of the Partnership identified school leaders as an impediment to the implementation of *Low SES NP* initiatives. Some of these comments clearly have much in common with those about implementation of the initiatives—poor implementation frequently reflects on school management.

*Need more transparent delegation of funds by principal.*

*The head teachers put in place due to NP are not effective.*

*[The] need for improvement in school management has become more obvious.*

*Management requires managerial skills in how to organise and implement initiatives for smooth running.*

*Actually clarifying school goals, communicating with staff and establishing a strategy is the first step. We need leadership.*

*Some executive members are disorganised, inconsistent, delegate too much responsibility to passive staff. . . .*

- **Lack of consultation** is included in some of the comments on problems in leadership and management and by implication in concerns over misallocation of resources and poor implementation. Table 6.5 shows that 17.9% of teachers who commented negatively on the staffing, management and accountability aspects of the Partnership believed that lack of consultation with teaching staff was a problem with the *Low SES NP* at their school. The irony is that broad consultation at the school level was intended to be integral to the written school plans required for a school's participation in the partnership—and that better leadership and management is a central goal of the Partnership.

*How are decisions made? I work here and I don't know!*

*School staff should be involved in the National Partnership planning not just a few people.*

*Lack of classroom teacher involvement in the development, evaluation and re-working of initiatives.*

*The principal is the be all and end all—what [s/he] says goes and often it goes against the thoughts and feelings of the staff.*

*. . . Teachers want more consultation about the funding to feel more ownership of the programs. At the moment, despite the obvious implications of the funding, many teachers feel disempowered as they feel it's a 'them' (generally executive) group who makes the decisions on funding affecting the 'us' (classroom teachers).*

Other concerns about the Partnership—the creation of a cultural divide between management and staff (6.8%), poor administration of the program (3.8%), lack of clarity (3.0%)—were raised by only a few teachers and were associated with the broader themes already described above. Comments about disruption to teaching and administration

associated with Partnership initiatives reiterated (and possibly expanded upon) some of the concerns raised in comments about the effect of the Partnership on the respondent's role as a teacher—that the initiatives led to teachers spending less time with their students because teachers were attending professional learning programs; experienced teachers were appointed to Partnership-funded leadership positions that removed them from the classroom; students with special needs were withdrawn from classes for individualised instruction and hence missed out on their regular classroom instruction; and school leaders were not available when needed because they were engaged on Partnership activities. Some teachers suggested that the perceived costs associated with the Partnership would not be recovered because the changes would need to be reversed when funding ceased. The claim that the Partnership undermined teachers' professionalism (1.3%) saw the initiatives as an intrusion on the teacher's ability to teach in ways that individual teachers considered appropriate.

### 6.3 Engaging with parents and carers

Teachers were asked:

*In your view, what are the main challenges, if any, that this school faces in engaging with parents and carers?*

All respondents were asked this question, regardless of their time at the school or knowledge of the National Partnerships, and 1,274 teachers answered it. The comments encompassed a wide variety of topics and views that reflected their different schools, classes and approaches to teaching. Some teachers held contradictory views. For instance, one teacher wanted more 'tiger' parenting, while another was concerned about parents whose focus on academic success precluded aspects of a broader curriculum. Some teachers couched their comments in terms of what parents needed to do, while others focused on the changes schools need to make to encourage parental engagement. At least one teacher drew attention to difficulties in meeting the sometimes mutually contradictory expectations of parents from different cultural backgrounds.

It is, however, important to recall the major topics raised by teachers are embedded within a considerable diversity of opinion. Overwhelmingly the responses indicated that while teachers believed that engaging parents with the school and their children's learning was important, the level of parental engagement at their school was less than desirable.

Comments such as:

*I believe that we are already doing an excellent job in engaging parents and carers.*

and

*None—we do it very well already.*

were infrequent. Table 6.7 shows that only 4.6% of the comments were positive. The wording of the question, however, may be responsible for this outcome. Asking teachers about their school's *main challenges* in engaging with parents is akin to asking them to describe their problems. The words *if any* in the question might be little more than a modest restraint. Teachers with more positive views may simply have not responded—hence the small proportion of positive comments.

**Table 6.7 Challenges faced by school in dealing with parents and carers**

Responses	All comments %	Negative comments %	N
<b>Positive</b>	4.6	---	58
<b>Mixed</b>	5.7	---	96
<b>Negative</b>	89.7	100.0	560
Unspecified	17.9	20.0	218
Difficulties in contacting parents	6.3	7.0	61
Unavailability of parents	13.4	15.1	191
Lack of parental interest in child's education	14.4	15.8	168
Parents' not valuing education	11.4	12.8	146
Parent's negative attitudes to school	8.7	9.7	131
Parents' low level of education	4.0	3.9	91
Belief that schools should 'just get on with their job'	5.2	5.5	71
Parents' low level of proficiency in English	21.3	22.9	305
Challenging family circumstances	3.0	3.4	50
Cultural differences between school and parents	5.4	6.0	79
Parents' confidence in dealing with the school	3.0	3.4	46
<b>Total</b>	100.0	---	1274

1. Values are based on coding of responses to comment for Q13 (see Appendix A).

2. Percentages are weighted, N's are actual counts.

There were, however, slightly more comments that acknowledged both challenges and positive outcomes:

*Past history has been an obstacle, but we are changing their perception.*

*... a life time of bad press about schooling is hard to turn around, but we are doing it!*

*Maintaining the increased change in support that the parent/carers now give the school. Making them more active participants.*

*Have community engagement officers which has helped—but language barrier is an ongoing challenge*

*Even though there are many activities parents help out with, many parents feel as though they do not have the skills or knowledge to help in classrooms. e.g. literacy and numeracy.*

Although teachers rarely addressed the reasons why they thought more or better parental engagement was desirable, their responses provide some guidance. References to voluntary labour (for instance, reading to students in the classroom or buildings and grounds maintenance) or fund-raising were uncommon. Instead teachers' main concern was about creating an environment (both at home and overall) in which their students believed that their schooling was valuable. In their answers, teachers noted that parents could highlight the value of schooling for their children by attending school events, especially meetings with the teachers of their children. More immediate concerns were combined with this broader aspiration—parents encouraging their children to attend school and to complete their homework and a willingness to work with the school to resolve any behavioural



issues. In some cases, teachers would have been satisfied if parents could provide a stable and secure home for their children.

Many teachers simply acknowledged a perceived low level of engagement of parents without elaborating:

*Attendance at meetings and events.*

*Getting them initially into the school.*

*Many parents still are not overly involved.*

*Getting parents to attend school activities and meetings.*

The majority of teachers, however, provided reasons for what they perceived as unsatisfactory levels of engagement by parents in their children's schooling. Interpreting these responses is difficult because there are no answers from teachers at other (non-Partnership) schools with which to compare them. Some of the reasons proposed by the teachers apply to all schools, but even these reasons often have aspects that connect them with the low socio-economic status of many parents of Partnership schools. Other reasons given for perceived low levels of teacher involvement are related to features that are more closely associated with *Low SES NP* schools.

### **6.3.1 Contact details**

A very practical concern for individual teachers was poor records of parental contact details kept by the school. This was mentioned by 6.3% of teachers who answered the question. The records may be less adequate in *Low SES NP* schools than in other schools because of the economic circumstances of the parents:

*There are no current contact numbers or address details for a large percentage as many families are transient.*

*Non-contactable due to phones being cut off.*

*Constantly changing contact details (e.g. phone numbers) that are not updated.*

### **6.3.2 Availability of parents**

Finding the time to deal with requests to attend school is difficult for some parents, a circumstance that affects not just schools participating in the *Low SES NP*.

*The traditional disconnect many high schools face with their parent group—nothing more sinister than this really. Parents of high school students just do not have the time or inclination to engage with the school.*

Many teachers referred to the demands of employment as a major time constraint for parents. Other considerations, however, also impact on the availability of parents, especially travel, because of cost, distance, lack of public transport, and childcare, especially for single parent households and/or larger families:

*. . . Our struggles mostly come with parents who have young children (pre-school age) that need to be cared for during school hours. Also distance for those children who are out of town. . .*

*Low SES—some parents don't have reliable transport to travel to the school regularly. They rely on the bus to get their children to and from school.*

Other parents lack the time (and energy) to engage with their child's school because their



personal circumstances are challenging:

*Often families can be at extreme risk.*

*Many parents struggle with day to day life.*

*The high proportion of refugee families dealing with trauma*

*Many students are not living with parents—some often do not sleep in the same bed on successive nights.*

*Unstable families and family work/home situations can make education focus a low priority.*

### 6.3.3 Lack of interest

Some teachers (14.4%) believed that some, many or all parents were simply not interested in their children's education:

*Apathy.*

*Lack of interest from parents.*

*Too many parents are not interested in their student's learning.*

*A lot of parents are not interested in their student's education, especially from lowest SES backgrounds. They let their children stay home from school and don't encourage them to do their assessment tasks or homework.*

Several further themes were often associated, in varying combinations, with the belief that parents and carers lacked interest in their children's schooling:

- ***Little value given to education.*** More than one in ten teachers (11.4%) who answered the question wrote that parental engagement in their school was low because parents do not value their children's schooling or education sufficiently:

*Many parents don't value education.*

*Negative attitudes of parents towards education can be a barrier.*

*Getting parents to value education and display an interest in their child's learning.*

*Getting parents of this community to truly value education and thus support their students to maximise their potential.*

A lack of engagement in schooling, a lack of interest in schooling, and attaching little value to schooling are similar responses.

- ***Aversion to school*** was a theme in 8.7% of teachers' answers—parents and carers are reluctant to engage with their child's school and schooling because their own previous experience as school students was somewhere between unsatisfactory and traumatic:

*They see the school as a threat and/or scary place of authority.*

*Trying to make school a non-threatening place when their experience was a negative one.*

*Parent's last memory of schooling is negative—so they are reluctant to engage with curriculum out of fear.*

*The parents have had bad experiences with schools in the past so are reluctant to come to school for more of the same.*

These views were sometimes linked to observations about inter-generational

patterns, that is, that current socio-economic and educational disadvantages result from parent-to-child transmission over several generations.

*Breaking the cultural barriers that have been solidly put in place from previous generations.*

- **Low levels of parental education** were linked to parental aversion to schools—dislike of schooling was associated with poor achievement at school and vice versa. While many parents aspire to better educational outcomes for their children than they achieved themselves, any mention of aspirations was mostly negative. Teachers reported that low levels of parental literacy were another hurdle to any contact through written notes, by email or through the school’s website. Low levels of education made it difficult for parents to help their children with their homework and contributed to a cultural gap between the school and parents.

*Lack of education themselves. Fear of failure or being singled out because of their lack of knowledge and skills.*

*Many parents are embarrassed about their own academic ability and therefore are reluctant to get involved.*

*Any communication sent home is unlikely to be read or understood by parents so it's important to modify language so that it is more easily comprehended.*

*Many parents have low literacy and numeracy levels and as a result do not engage in their children's learning. These parents are then reluctant to come into the school to help in any way. . . .*

*Appealing to parents who have had little education themselves. I believe they may feel inadequate and are less likely to engage in school life and their child's education.*

- **Schools should ‘just get on with it’.** Some teachers (5.2%) felt that some parents did not become involved with the school because they believed that educating their child was the school’s task—teachers should do what they are paid to do, rather than expecting parents to do it for them.

*Cultural view of roles—parents often don't see their involvement as part of their role.*

*Parents have complete trust in the school and don't necessarily have the same levels of confidence in themselves as their child's first teacher.*

*Some parents believe that the education of their children is the sole responsibility of the school, and therefore choose not to become involved.*

*The biggest challenge is that the parents believe that education and school are solely the job for teachers—we are providers of a service.*

*The majority of parents still think that the school's task is to teach their children with minimum parental involvement. I have come from teaching in an affluent area where most parents think otherwise . . .*

### 6.3.4 English language

Many teachers (21.3%) cited poor language skills of parents from non-English-speaking backgrounds as a major impediment to engaging with parents and carers.

*Non-English speaking parents.*

*Many parents have difficulty with English so communication is hard for them.*

*Language barriers—most of our parents cannot speak or understand English so explaining pedagogy and theories is difficult.*

*Many of our parents come from non-English speaking backgrounds and therefore they are not engaged in what happens at school as they are often scared to come up as they have little English.*

### **6.3.5 Aboriginal parents**

The challenges faced by Aboriginal students and by their parents in engaging with their children's school had led the *Low SES NP* to focus on the engagement of Aboriginal parents with schools. Aboriginal parents from low socioeconomic backgrounds are likely to experience problems with school engagement similar to those encountered by other parents from low socio-economic backgrounds. Additionally their views of education may be influenced by their own experiences of racism, the history of racism towards Aboriginal people and contemporary Aboriginal culture. Teachers' comments highlight these issues and their own attempts to engage with Aboriginal parents:

*The Aboriginal community is very hard to engage.*

*The gap with the Aboriginal community and the school [ stems from] feelings from some parents that the school isn't to be trusted.*

*Past history between Aboriginal/non-Aboriginal people in the community and between Aboriginal people and the school environment.*

*Parents are invited to join in discussions about Aboriginal learning plans. However some parents do not attend. The school tries to reach out.*

*Some of our ATSI parents didn't have a positive experience with their own schooling and are reluctant to be involved with 'partnership' projects that the school initiates.*

*With specific regard to the Aboriginal community, many of the older generation regard the school as an arm of the government and thus it is 'the enemy'—along with the police and Centrelink—telling them what to do and how to live their lives.*

*The main challenge that this school faces is the difficulty in contacting (& maintaining contact with) many parents or carers of the students we teach. The school has a very high percentage of ATSI students. Many live in unstable poor and often volatile situations. Many parents or carers are not always willing to engage with the school on a regular basis.*

### **6.3.6 National Partnerships**

The question about the main challenges faced by the school in engaging with parents and carers was not posed in terms of the role of the National Partnerships. Nevertheless a small proportion of teachers chose to address the effect of National Partnerships. Their responses suggest that *Low SES NP* initiatives, perhaps overall, but certainly where they have addressed parental engagement, have improved the school's engagement with the parents and carers of the students:

*. . . Community liaison officers funded through National Partnerships have allowed effective communication between our school and parents and carers.*

*The main challenge has been communication and this has been curbed through a program set up using the Low SES NP funds.*

*The fact that some parents find the school environment very intimidating and the NP initiatives have really highlighted for us the need to have some school activities off site to*

*encourage community involvement.*

*Parents need to be enticed into the school environment and in interacting with the school as a non-threatening inclusive community. [This school] has focused on this over a number of years and the National Partnerships initiative has boosted teachers' opportunity to sustain this focus.*

*Parents from our demographic area are less inclined to come up to the school to volunteer, help out or even support their children (receive awards, etc.). However, due to NP funding, we have been able to employ additional staffing (HAT, SLSOs, LAST) which has been instrumental in setting up initiatives for parents to become more involved in the school community.*

*Many of our parents have poor literacy and numeracy skills and as such are limited to a large degree in their capacity to support our students, their children. Our parents, on the whole, have engaged extremely well. NP allowed us the time and capacity to achieve this as a priority. We have been very successful at this.*

*We have many families that need ongoing support in caring for their children's health and welfare and also work closely with a local women's shelter, [educational providers] and many more organisations. Because of additional NP funding, resulting in more executive [positions] with more defined roles, our deputy principal has been able to co-ordinate our school welfare program and liaise more closely with many kinds of social services and give much more time to supporting needy families.*

*A main challenge was engaging low SES parents and carers into the school to discuss student achievement and goals for learning. However, with the NP initiatives we are able to utilise a full time [Aboriginal Education Officer] to assist with organising discussions and meetings between the school and the community, as well as time away from the classroom for the teacher to enable them time to organise and plan meetings to speak with parents and carers on a more stress-free and in-depth way, as well as time after the meetings to effectively evaluate the information and issues discussed to enhance student learning.*

A very small number of teachers used this question as an opportunity to suggest that *Low SES NP* activities should be restricted to hiring more teachers and reducing class sizes.

### **6.3.7 Parental engagement**

Teachers' responses to a question about the main challenges in engaging with parents and carers highlight the importance of parents and carers to learning outcomes. The attitudes of parents to the education and schooling of their children contributes to a positive attitude among students and in the classroom. As well as a source of voluntary labour, both in the classroom and elsewhere in the school, parents can support their children's learning at home.

Reforms such as *Local Schools, Local Decisions* seek to devolve more authority to individual schools in the expectation that they are better placed to meet the needs of their own students than system or regional authorities. Part of the motivation of such reforms may be to strengthen the partnerships between the school, its teachers and the parent community—increasing local decision-making in schools will increase parent and community engagement. Low levels of literacy, computer skills and financial resources among parents may be a barrier to contact with parents and engagement with, for instance, their children's individual learning plans.

Teachers outlined a range of strategies that their schools have used (with varying degrees of success) to better engage parents with the school and with their children's learning, some of which were explicitly linked to the *Low SES NP*:

- employment of specialised school support roles such as community liaison officers, Aboriginal liaison officers, attendance monitoring officers or similar roles to reach out explicitly to parents who are otherwise not engaged and reduce the risk of the first contact for negative reasons such as student behaviour issues.
- The use of interpreters and translators to assist communication with non-English-speaking parents, either face-to-face, on the phone or through school newsletters.
- Holding school events and teacher-parent meetings off-site to improve attendance by school-phobic parents.
- Arranging meetings between parents and teachers out of school hours.
- Issuing a child's school report to the parent only in a face-to-face situation.
- Issuing student-written personal invitations to parents for specific events.
- A more active family welfare program.
- Organising opportunities for parental involvement—reading in class, grounds maintenance, workshops, classes.
- Changing teacher attitudes to parents.

While teachers generally expressed gratitude for whatever help was provided, they sometimes pointed out the practical limitations of many strategies. For instance, interpreters may be available during the week, but not necessarily when they are required—or translating a newsletter for perhaps 20 community languages may be just too difficult. Creating positive parent cultures may be even more challenging than some of the comments suggest if between one in four or five parents is new to the school every year. Some teachers pointed to reduced support—reduced access to interpreters, loss of liaison officers and less time off class.

While levels of parental engagement are not wholly beyond the influence of schools, they do reflect the social environment within which a school operates—and this environment can vary substantially between schools. Modifying that environment can require the level of resources that the *Low SES NP* has delivered to some schools.

## 7. Concluding remarks

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The survey of teachers at NSW schools participating in the *Low Socio-economic Status School Communities Smarter Schools National Partnership* (the *Low SES NP*) showed strong support among teachers based on their assessment of the impact of the program in their schools:

- High proportions (64% to more than 90%) of responses to each of the 31 multiple-choice questions indicated changes in staffing, management, and accountability in directions consistent with *Low SES NP* goals.
- High proportions of responses to several open-ended questions on the impact on their role as a teacher and on school staffing, management and accountability were positive:
  - *Do you have any comments about the effect of the Low SES NP initiatives on your role as a teacher?*—78.0% of the comments were favourable.
  - *Please provide any additional comments on Low SES NP initiatives in the area of school staffing, management and accountability*—75.2% of the comments were positive.

Regardless of any concerns about the representativeness of the sample or self-selection among teachers who chose to provide comments, the story from the survey is one of strong support by teachers for the *Low SES NP*.

Caution is clearly required when interpreting this support—teachers might be expected to find the availability of more training, teachers and other support to be a good thing. Indeed it is likely that a (probably small) proportion of respondents had benefitted financially through promotion or employment.

Teachers who had more involvement in, and knowledge of, the *Low SES NP* initiatives at their school were substantially more likely to report positive changes from those initiatives. Again, while this finding might support a positive interpretation of the survey results overall, it may also reflect a tendency for teachers who were already well disposed to the *Low SES NP* to become involved with its implementation. And again, teachers who had benefitted personally from the initiatives, perhaps by receiving additional in-class staffing and other support or had received opportunities for professional learning, might both know more about the *Low SES NP* and view its initiatives more positively.

A positive overall interpretation of the results, however, is supported by the observation that teachers at schools that had joined the *Low SES NP* earlier (in 2009 or 2010) were more positive about the impact than teachers in schools that had joined later (in 2012). This result points to a *dosage effect*—the more of the *Low SES NP* that teachers had experienced (or that their school had experienced), the more benefit they observed.

Some of the small proportion of negative comments actually support a positive interpretation of the survey results. These comments made it clear that the initiatives often



entailed a higher workload for teachers, particularly around the areas of student evaluation and targeted teaching. Some of this additional workload was engendered by having to work differently—collaborating more with colleagues, for instance, rather than just making decisions themselves.

Some level of negative commentary is to be expected about any change in complex organisations. For instance, some of the negative comments were about the consultation process around the use of *Low SES NP* funds, the choices schools had made about which initiatives to implement, and how initiatives were implemented. People will inevitably hold varying opinions about changes made in their organisations and that affect them differently. In addition, some decisions and choices made by schools will really be less than optimal. The often low proportion of negative responses to the various survey questions is little more than could be expected from any similar change process.

The ultimate goal of the *Low SES NP* is to improve the learning outcomes of students. Administrative data provide the opportunity to explore any changes in *Low SES NP* schools compared with other similar NSW schools. For instance, relative improvements in NAPLAN scores, Year 12 retention and HSC results in Partnership schools would be consistent with positive effects of the Partnership on student learning outcomes. Changes in intermediate or process outcomes (for instance, improved student and staff attendance, reduced staff turnover) could also be pointers to an improved learning environment. Finding these changes will be the real test of the results from this survey, a task that will be challenging given the many other changes in NSW schools since the Partnership began.

Positive responses from teachers working in all school contexts would point to the possibility of successfully extending partnership initiatives to all schools, even though some reforms are only relevant to particular school contexts—for instance engagement with ATSI and LBOTE parents and communities. Responses were positive across schools with different characteristics, despite some variation in that level of support.

The finding that the Partnership might be successfully implemented in more schools does not necessarily extend to the implementation of individual initiatives in those schools. An important feature of the *Low SES NP* was that participating schools could, after consultation with their school community and within Partnership guidelines, chose to implement initiatives that they felt best met their needs. Findings about the efficacy of individual initiatives are only generalizable within that context.

The sustainability of the *Low SES NP* initiatives once funding ceased is more a matter for school leaders than teachers. The sample, however, included members of school leadership groups and senior teachers and the issue was raised in open responses by some respondents. Some respondents commented that they hoped that the initiatives or funding would continue and that they were concerned that they might not. A few teachers, however, pointed to proposed funding from the Gonski reforms as well as reforms to the funding arrangements for NSW government schools as options for the continuation of the Partnership initiatives at their school.

In contrast to any other part of the survey, response to the question *In your view what are the main challenges if any, that this school faces in engaging with parents and carers?*



were overwhelmingly negative (89.7%). The question wording that focused on *challenges* may have invited negative responses, with the words *if any* too easily ignored. These negative responses reiterated the less positive responses to some of the multiple-choice questions about engaging with parents and carers.

The question itself did not link the *Low SES NP* to engagement with parents and carers. Nevertheless a minority of respondents mentioned the *Low SES NP* initiatives and when they did the comments were more likely to be positive or mixed.

Some teachers noted that it was not always possible to distinguish between challenges that faced *any* school and those that were more pronounced in *their own* school or in *Low SES NP* schools more generally. Nevertheless, other teachers linked the greater incidence of residential mobility, poor parental finances, poor parental literacy and English as well as parental aversion to schooling to a greater difficulty in contacting and engaging parents in Low SES schools. Teachers felt that too many parents did not value education or take sufficient interest in their children's education. Teachers believed that parents themselves often did not themselves have the educational resources (literacy, knowledge, computer access) to help their children with their school work and that considerable effort by the school was needed if students' inherited disadvantages were to be overcome.

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# Appendix A: The survey

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CENTRE FOR RESEARCH ON  
EDUCATION SYSTEMS  
MELBOURNE GRADUATE SCHOOL OF EDUCATION



## Low SES School Communities National Partnership Low SES NP Teacher Survey 2013

Welcome to the *Low SES School Communities National Partnership Teacher Survey 2013*. This survey gathers information on the implementation of external partnerships and staffing, management and accountability initiatives by NSW schools participating in the *Low SES School Communities National Partnership* (Low SES NP). The information will be used to identify changes that may have occurred because of schools' participation in the Low SES NP initiatives. NSW government, Catholic and independent schools that receive NP funding are expected to participate in evaluation activities.

The impact of the Low SES NP initiatives is being evaluated by research teams from the Education Institute at the University of Canberra and the Centre for Research on Education Systems (CRES) at the University of Melbourne. The evaluation has been contracted on behalf of the NSW Minister for Education. The responses from this survey will be analysed by both research teams and published in their evaluation reports. **No schools or individuals will be identified in any published reports from the *Low SES School Communities National Partnership Teacher Survey*.** The information you provide will only be reported in aggregate form. It will NOT be reported by school or sector. Your school name is necessary to allow other demographic data such as school enrolments to be connected to responses and will only be used for this purpose.

This survey should take around 20 minutes to complete. Your responses to the survey are vital in informing future policy to enhance education in NSW. The evaluation team values your support for this survey, and relies on your assistance.

More information, including contact details for technical support, is provided in the **Information Brochure (LINK)**

**1. What is the name of your current school?**

SELECT FROM DROP-DOWN LIST OR WRITE THE NAME OF YOUR SCHOOL HERE

**2. What is your gender?**       Male       Female

**3. How old are you?**

- 20 – 29 years
- 30 – 39 years
- 40 – 49 years
- 50 – 59 years
- 60 years or older

**4. What position do you currently hold in this school? (Nominate current one only, regardless of whether it is an acting, relieving, temporary or substantive position)**

- Deputy or Assistant Principal
- Executive Teacher, Head of Department, Year-level Coordinator or equivalent role
- Classroom Teacher
- Highly Accomplished Teacher (HAT), Teacher Educator, Leader of Pedagogy, or equivalent role
- Teacher – other (please specify)

**5. How long have you been in your current position?**

- Less than one year
- 1- 2 years
- 3- 5 years
- 6- 10 years
- More than ten years

**6. How long have you been at this school?**

- Less than one year      SKIP LOGIC ENSURED THAT QUESTIONS SPECIFIC TO LOW SES NP
- 1-2 years      (INDICATED BY ASTERIX\*) WERE SUPPRESSED IF THIS ITEM WAS SELECTED
- 3-5 years
- 6-10 years
- More than ten years

**7. How long have you been teaching/working in schools?**

- Less than one year      SKIP LOGIC ENSURED THAT QUESTIONS SPECIFIC TO LOW SES NP
- 1-2 years      (INDICATED BY ASTERIX\*) WERE SUPPRESSED IF THIS ITEM WAS SELECTED
- 3-5 years
- 6-10 years
- More than ten years

**8. How familiar are you with this school’s involvement with the Low SES NP initiatives?**

- I am involved in leading this school’s Low SES NP initiatives
- I have a good idea of what this school is doing as a result of Low SES NP funding
- I know we are involved in the Low SES NP and can identify programs at this school that are connected with the initiatives
- I know we are involved in the Low SES NP but I am unsure about what programs in this school connect with that
- I am unfamiliar with the Low SES NP initiatives
- I wasn’t aware that this school was participating in the Low SES NP

SKIP LOGIC ENSURED THAT QUESTIONS SPECIFIC TO LOW SES NP (INDICATED BY ASTERIX\*) ARE SUPPRESSED IF EITHER OF THESE ITEMS IS SELECTED

**9\* Please indicate whether each of the following is occurring more or less frequently since the implementation of the Low SES NP initiatives at your school:**

Is each of the following occurring <i>more or less</i> frequently since the implementation of the Low SES NP initiatives at your school?	<i>A lot less</i>	<i>A little less</i>	<i>Un-changed</i>	<i>A little more</i>	<i>A lot more</i>	<i>Not an NP goal for this school</i>
a. Collaboration between classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Classroom support for teachers to help with student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Opportunities for professional learning of classroom teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using results from student assessments to inform teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parent/carer engagement in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Links between the school and its wider community (e.g., other schools, community organisations or business groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Engaging with parents and carers from diverse social and cultural groups (including ATSI and LBOTE communities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Additional programs and services to promote student wellbeing (e.g., counselling, health services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Additional programs and services to support students in their learning (e.g., homework centres, home-school liaison officers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10\* To what extent have the Low SES NP initiatives affected the following? Please indicate the extent to which you agree or disagree with each statement:**

<b>As a result of your school's participation in the Low SES NP initiatives:</b>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Not an NP goal for this school</i>
a. The school runs more smoothly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers use better strategies to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There have been improvements in the way teachers relate to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. This school uses more effective methods to determine how well teachers are performing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. There is a more strategic approach to school planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school communicates better with parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The school is more effective in engaging parents & carers from diverse social & cultural groups (including ATSI and LBOTE communities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The school is more engaged with its wider community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The school has become a better place in which to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The school has become a better place for students to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11\* To what extent have the initiatives affected the following aspects of your role as a teacher?**

<b>Because of your school's participation in the Low SES NP initiatives, as a teacher you are now:</b>	<i>A lot less well</i>	<i>A little less well</i>	<i>Un-changed</i>	<i>A little better</i>	<i>A lot better</i>	<i>Not an NP goal for this school</i>
a. Meeting the individual learning needs of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Communicating with parents and carers from diverse social and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Managing student behaviour in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Involving parents in their children's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Being supported in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Able to explain the goals of your school to colleagues, parents and others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any comments about the effect of the Low SES NP initiatives on your role as a teacher?

**12\* To what extent do you feel that the Low SES NP initiatives have affected the following?**

Because of your school's participation in the Low SES NP initiatives, as a teacher you are now:	A lot worse	A little worse	Un-changed	A little better	A lot better	Not an NP goal for this school
a. Mentoring support provided to teachers is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Quality of support for early career teachers is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Quality of school leadership is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Availability of professional learning opportunities for teachers is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents' and carers' support for student learning is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. In your view, what are the main challenges if any, that this school faces in engaging with parents and carers?**

**14\*. Please provide any additional comments on Low SES NP initiatives in the area of school staffing, management and accountability**

**15\*. Please provide any additional comments on Low SES NP initiatives in the area of school external partnerships**

**Thank you for participating in the survey**

**▶ Exit survey**



## Appendix B: Sample weights

Weighting a sample is intended to remove non-response bias. The results in Table 3.3 suggest that there may be bias in the sample across a range of school characteristics but that after weighting the sample *over-represents* teachers from schools with lower proportions of ATSI students and with higher ICSEA scores and correspondingly *under-represents* teachers from schools with higher proportions of ATSI students and lower ICSEA scores. Weighting a sample needs to consider the possible biases in the sample, the ability to correct those biases and the stability of the resultant estimates. In a school-based sample such as this, weighting teachers by school would have been an option. The result, however, would have been some quite large weights and some quite small weights. Large discrepancies in weights can lead to unstable estimates and hence this, and other more complex, schemas were not used.

Weighting is effective to the extent that it both improves the representativeness of the sample in terms of the characteristics used directly in the weighting (as well as any indirect improvement the representativeness of other characteristics) and the extent to which these characteristics are related to the questionnaire responses. The level of the school (primary, secondary, combined, special) in which a teacher worked, for instance, was frequently strongly related to teachers' responses and therefore should improve the representativeness of the results.

**Table B1 Structure and calculation of the weights**

Stratum	Respondents to the Teacher survey		No. of Low SES NP teachers		Weight
	n	%	n	%	
<b>Total</b>	2408	100.0	13,290	100.0	---
<b>Primary</b>					
<i>Government</i>	870	36.1	5,269	39.6	1.10
<i>Catholic</i>	350	14.5	808	6.1	0.42
<i>Independent</i>	30	1.2	46	0.4	0.28
<b>Secondary</b>					
<i>Government</i>	602	25.0	4,945	37.2	1.49
<i>Catholic</i>	183	7.6	656	4.9	0.65
<b>Combined</b>					
<i>Government</i>	67	2.8	730	5.5	1.97
<i>Catholic</i>	6	0.2	22	0.2	0.66
<i>Independent</i>	251	10.4	497	3.7	0.36
<b>Special</b>					
<i>All</i>	49	2.0	317	2.4	1.17

*Based on the survey of teachers, data supplied by NSW DEC and data for 2012 ACARA for the My School website (see Teachers in Appendix D). The formula for the weight for a given stratum is (% Low SES NP population) divided by (% Survey of teacher sample). Further details of the weighting are provided in Chapter 3, The survey, in this report.*

# Appendix C: Standard errors for per cent estimates

**Table C1 Standard errors for per cent estimates**

n/p	50%	55%/45%	60%/40%	65%/35%	70%/30%	75%/25%	80%/20%	85%/15%	90%/10%	95%/5%
2400	0.92	0.92	0.91	0.88	0.85	0.80	0.74	0.66	0.55	0.40
2300	0.95	0.94	0.93	0.90	0.87	0.82	0.76	0.68	0.57	0.41
2200	0.97	0.97	0.95	0.93	0.89	0.84	0.78	0.70	0.58	0.42
2100	1.00	1.00	0.98	0.96	0.92	0.87	0.80	0.72	0.60	0.44
2000	1.03	1.03	1.01	0.98	0.94	0.89	0.82	0.74	0.62	0.45
1900	1.06	1.06	1.04	1.01	0.97	0.92	0.85	0.76	0.64	0.46
1800	1.10	1.09	1.07	1.05	1.00	0.95	0.88	0.78	0.66	0.48
1700	1.13	1.13	1.11	1.08	1.04	0.98	0.91	0.81	0.68	0.49
1600	1.17	1.17	1.15	1.12	1.07	1.02	0.94	0.84	0.70	0.51
1500	1.22	1.21	1.19	1.16	1.11	1.05	0.97	0.87	0.73	0.53
1400	1.26	1.26	1.24	1.21	1.16	1.10	1.01	0.90	0.76	0.55
1300	1.32	1.31	1.29	1.26	1.21	1.14	1.05	0.94	0.79	0.57
1200	1.38	1.37	1.35	1.31	1.26	1.19	1.10	0.98	0.83	0.60
1100	1.44	1.44	1.42	1.38	1.32	1.25	1.16	1.03	0.87	0.63
1000	1.52	1.51	1.49	1.45	1.39	1.32	1.22	1.09	0.91	0.66
950	1.56	1.56	1.53	1.49	1.43	1.35	1.25	1.12	0.94	0.68
900	1.61	1.60	1.58	1.54	1.48	1.39	1.29	1.15	0.97	0.70
850	1.66	1.65	1.63	1.58	1.52	1.44	1.33	1.19	1.00	0.72
800	1.71	1.71	1.68	1.64	1.57	1.49	1.37	1.22	1.03	0.75
750	1.77	1.77	1.74	1.69	1.63	1.54	1.42	1.27	1.06	0.77
700	1.84	1.83	1.80	1.76	1.69	1.59	1.47	1.31	1.10	0.80
650	1.91	1.90	1.88	1.83	1.75	1.66	1.53	1.37	1.15	0.83
600	2.00	1.99	1.96	1.90	1.83	1.73	1.60	1.43	1.20	0.87
550	2.09	2.08	2.05	1.99	1.91	1.81	1.67	1.49	1.25	0.91
500	2.20	2.18	2.15	2.09	2.01	1.90	1.76	1.57	1.32	0.96
450	2.32	2.31	2.27	2.21	2.13	2.01	1.86	1.66	1.39	1.01
400	2.47	2.45	2.42	2.35	2.26	2.13	1.97	1.76	1.48	1.07
350	2.64	2.63	2.59	2.52	2.42	2.29	2.11	1.89	1.58	1.15
300	2.86	2.84	2.80	2.73	2.62	2.48	2.29	2.04	1.72	1.25
250	3.14	3.12	3.08	2.99	2.88	2.72	2.51	2.24	1.88	1.37
200	3.52	3.50	3.45	3.36	3.22	3.05	2.81	2.51	2.11	1.53
150	4.07	4.05	3.99	3.89	3.73	3.53	3.26	2.91	2.44	1.78
100	5.01	4.98	4.91	4.78	4.59	4.34	4.00	3.58	3.00	2.18
50	7.13	7.09	6.99	6.80	6.53	6.17	5.70	5.09	4.28	3.11

Values are standard errors and can be interpreted directly as per cents. For a simple random sample, they are derived from the formula:

$$se = \sqrt{1-n/N} * \sqrt{p*(1-p)/(n-1)}$$

where:  $\sqrt{1-n/N}$  is the finite population correction; and  $\sqrt{p*(1-p)/(n-1)}$  is the formula for the standard error of a binomial.

N is 13,290, the population for the survey;

n can be read from the left hand column of the table;

p is the per cent read from the top row of the table and expressed as a proportion.

For example, if 80% of 500 teachers *Strongly agreed* with a statement, the standard error of that estimate is:

$$se = \sqrt{1-500/13290} * \sqrt{0.80*(1-0.80)/(500-1)} = 0.0176 \text{ or } 1.76\%$$

where n and p lie between values in Table C1, approximate values can be estimated.

Approximate 95% confidence intervals can be constructed using the estimate  $\pm 1.96 \cdot se$ .  
If allowance is made for the clustering of responses within schools, the standard errors will be larger.

## Appendix D: School characteristics

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This appendix describes the source of any data not derived directly from the survey, particularly the construction of the school characteristics variables. Most school characteristics are derived from the 2012 ACARA data that underpin the *My School* web site. On occasion, some characteristics were unavailable for some schools. Where this occurred, the data was sourced from on-line annual school reports in the first instance. Any remaining missing data was imputed using linear regression as described below.

**Cohort.** Schools joined the Low SES National Partnership over four years—2009, 2010, 2011 and 2012. In practice, however, 2010 was the first year of the Partnership. Since each school is expected to participate in the Partnership for four years, 2013 is the final year of participation for schools in the 2009 and 2010 cohorts, while 2015 is the final year of the Partnership for schools that joined in 2012.

**Type of school.** Four types of school are identified: Primary, secondary, combined and special. *Primary schools* have enrolments in grades K-6; *secondary schools* have enrolments in grades 7-12; *combined schools* have both primary and secondary enrolments; while *special schools* meet the educational needs of students with physical, intellectual or behavioural challenges. The classification was based on 2012 data from ACARA's *My School* website. The data matched the campus designation of schools participating in the Partnership with one exception, which was changed.

**Sector.** Results for school sector are not presented separately in this report, but school sector is used as a control variable, in the discussion of response rates and in the weighting of data. ACARA data identify government (DEC), Catholic (CES) and independent (AIS) schools, although any discussion by sector identifies schools only as government or non-government. *Catholic* schools in the ACARA data are systemic-Catholic schools. The analyses in this report, however, follow the categories used in ABS Schools Australia, which include both Catholic systemic and non-systemic schools in the *Catholic* category.

**Location.** The location of schools is based on data from ACARA's *My School* website. These data identify four possible regions—metropolitan, provincial, remote and very remote. In the analyses, the few schools in the *very remote* category have been combined with *remote* schools. The classification accords with the *Schools Geographic Location Classification Scheme* of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

**Enrolments.** The number of enrolments at a school is based on headcounts rather than full-time equivalent (FTE) students. In practice, the differences between the two measures are small. Schools are divided into four categories based on their enrolments: less than 200 students; between 200 and 499 students; between 500 and 799 students; and 800 or more students. These categories were chosen based on the distribution of teachers rather than of schools. If the lowest category had been set at say schools with 100 students, only a very small proportion of teachers in Partnership schools would have corresponded to this category.

**Percent of ATSI enrolments.** The per cent of students identifying themselves as an Aboriginal and/or a Torres Strait Islander (ATSI) person and who are accepted as such by

the community in which they live. Values were obtained from the data underlying ACARA's My School web site. Information was not available for one school corresponding to a population of 40 teachers and was imputed using linear regression.

**Percent of LBOTE enrolments.** The percent of **students** who sat the NAPLAN test in 2012 and had language background other than English (LBOTE). A student is defined as LBOTE is either they or their parents or carers speak a language other than English at home. Four categories are identified—schools with one per cent or fewer LBOTE enrolments; ten per cent or fewer and more than one per cent; 80 per cent or fewer and more than ten per cent; and more than 80 per cent. Information was not available for two schools corresponding to a population of 19 teachers and was imputed.

**ICSEA.** ACARA created the Index of Community Socio-Educational Advantage (ICSEA) to permit more meaningful comparisons of NAPLAN test results between schools. The index includes information about students' family backgrounds especially the occupations of parents and their school and non-school education attainment. Where these data were not available, ICSEA uses ABS census data on the family backgrounds of persons residing in the districts where students live. ICSEA includes two school characteristics—whether a school is in a metropolitan, regional or remote area and the proportion of ATSI student enrolments.

ICSEA scores were not available for 33 schools corresponding to a population of 317 teachers. These values were imputed using a linear regression with school sector, school location, per cent ATSI and per cent enrolment.

In the analyses, ICSEA scores are divided into four approximately equal categories. The quartiles reflect the underlying number of teachers in the Partnership schools, not the number of schools or the number of respondents. The Partnership schools in the highest ICSEA quartile contain about 25% of the teachers in all Partnership schools.

**The NAPLAN Reading Test.** NAPLAN is an annual national testing program for students in Years 3, 5, 7 and 9. The means for the 2012 reading test were converted to student distributions by weighting means by the number of students who sat the test in each school. These values were converted to standard scores for each grade level so that the distribution of results had the same mean and standard deviation for Year 3, 5, 7 and 9 students. Where a school had a reading test mean for more than one grade, a mean across grades was calculated.

Some schools did not have means for the NAPLAN reading test. These schools were mostly special schools where no students sat for the tests, or small schools where too few students sat the tests and reporting results would raise privacy concerns. These schools are included in a separate category.

Schools participating in the Partnership were divided into four approximately equal quartiles based on these scores weighted by the number of teachers in each school. The quartiles therefore correspond to approximately equal numbers of teachers in the Partnership schools arranged in order of their school's mean reading test score.

**Number of teachers.** The survey and its analysis focus on teachers. Schools vary in their numbers of teachers. The weighting in Appendix B is based on the number of teachers in each stratum in 2012.

## Appendix E: Supporting tables

**Table E1** Changes in the frequency of selected activities since the *Low SES NP* initiative (5)—*Question 9*

Change in frequency since the implementation of the Low SES NP initiatives at your school	<i>A lot less</i>	<i>A little less</i>	<i>No change</i>	<i>A little more</i>	<i>A lot more</i>	<i>Not an NP goal for this school</i>	<i>Total</i>	<i>N</i>
• Collaboration between classroom teachers	0.3	0.5	9.7	25.4	63.5	0.5	100.0%	2076
	0.3	0.5	9.7	25.5	63.8	---	100.0%	2067
• Classroom support for teachers to help with student learning	0.5	1.7	7.7	24.9	65.0	0.3	100.0%	2067
	0.5	1.7	7.7	25.0	65.2	---	100.0%	2062
• Opportunities for professional learning of classroom teachers	0.4	0.8	7.2	23.1	68.4	0.2	100.0%	2067
	0.4	0.8	7.2	23.1	68.5	---	100.0%	2063
• Using results from student assessments to inform teaching	0.2	0.4	7.8	31.0	60.5	0.1	100.0%	2066
	0.2	0.4	7.8	31.0	60.6	---	100.0%	2063
• Parent/carer engagement in the school	0.3	0.5	25.8	44.7	28.0	0.7	100.0%	2064
	0.3	0.5	26.0	45.0	28.2	---	100.0%	2046
• Links between the school & its wider community (e.g., other schools, community organisations or business groups)	0.3	0.5	17.1	44.8	36.3	1.0	100.0%	2068
	0.3	0.5	17.3	45.3	36.7	---	100.0%	2045
• Engaging with parents & carers from diverse social & cultural groups (including ATSI & LBOTE communities)	0.3	0.6	22.2	41.5	34.1	1.3	100.0%	2065
	0.3	0.6	22.5	42.0	34.5	---	100.0%	2033
• Additional programs & services to promote student wellbeing (e.g., counselling, health services)	0.5	0.6	18.3	37.3	41.0	2.2	100.0%	2071
	0.5	0.6	18.8	38.2	41.9	---	100.0%	2027
• Additional programs & services to support students in their learning (e.g., homework centres, home-school liaison officers)	0.4	0.6	17.4	31.6	47.8	2.0	100.0%	2069
	0.4	0.7	17.8	32.3	48.8	---	100.0%	2026

1. The items in the table are from Q9 of the survey (see Appendix A).

2. The per cents are weighted; the counts are actual.

3. The per cents in the second row for each item are calculated with *Not an NP goal for this school* responses removed.



**Table E2 Changes because of participation in the *Low SES NP* initiatives (%)—  
Question 10**

<i>As a result of your school's participation in the Low SES NP initiatives:</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Not an NP goal for this school</i>	<i>Total</i>	<i>N</i>
• The school runs more smoothly	20.8	54.9	15.0	4.4	4.8	100.0%	2022
	21.9	57.7	15.8	4.6	---	100.0%	1926
• Teachers use better strategies to support student learning	30.1	60.3	6.2	3.3	0.1	100.0%	2033
	30.2	60.3	6.2	3.3	---	100.0%	2032
• There have been improvements in the way teachers relate to students	20.3	62.4	12.7	3.3	1.3	100.0%	2031
	20.5	63.3	12.8	3.4	---	100.0%	2004
• This school uses more effective methods to determine how well teachers are performing	16.4	55.4	21.5	3.9	2.8	100.0%	2019
	16.9	57.0	22.1	4.0	---	100.0%	1958
• There is a more strategic approach to school planning	33.1	56.5	6.4	3.7	0.2	100.0%	2028
	33.2	56.6	6.4	3.7	---	100.0%	2025
• The school communicates better with parents and carers	17.7	60.7	16.5	3.3	1.8	100.0%	2022
	18.0	61.8	16.8	3.3	---	100.0%	1984
• The school is more effective in engaging parents and carers from diverse social and cultural groups (including ATSI and LBOTE communities)	15.4	58.6	19.5	3.3	3.3	100.0%	2014
	15.9	60.5	20.1	3.4	---	100.0%	1944
• The school is more engaged with its wider community	17.2	60.3	17.6	3.3	1.7	100.0%	2018
	17.5	61.3	17.9	3.3	---	100.0%	1976
• The school has become a better place in which to teach	28.8	51.7	13.0	5.8	0.7	100.0%	2013
	29.0	52.1	13.1	5.8	---	100.0%	2000
• The school has become a better place for students to learn	35.0	52.3	8.8	3.9	0.1	100.0%	2024
	35.0	52.3	8.8	3.9	---	100.0%	2023

1. The items in the table are from Q10 of the survey (see Appendix A).

2. The per cents are weighted; the counts are actual.

3. The per cents in the second row for each item are calculated with *Not an NP goal for this school* responses removed.

**Table E3 The extent to which the *Low SES NP* initiatives have affected the role of teacher (%)—*Question 11***

Because of your school's participation in the Low SES NP initiatives, as a teacher you are now:	<i>A lot less well</i>	<i>A little less well</i>	<i>No change</i>	<i>A little better</i>	<i>A lot better</i>	<i>Not an NP goal for this school</i>	<i>Total</i>	<i>N</i>
• Meeting the individual learning needs of your students	0.5	0.6	11.1	34.2	53.5	0.2	100.0%	2000
	0.5	0.6	11.1	34.2	53.6	---	100.0%	1997
• Communicating with parents and carers from diverse social and cultural backgrounds	0.2	0.4	28.9	41.1	27.4	2.1	100.0%	2001
	0.2	0.4	29.5	42.0	28.0	---	100.0%	1955
• Managing student behaviour in classrooms	0.7	1.2	27.4	36.3	32.7	1.7	100.0%	2001
	0.7	1.2	27.8	36.9	33.3	---	100.0%	1959
• Involving parents in their children's learning	0.4	0.3	31.3	42.3	24.7	1.0	100.0%	1992
	0.4	0.3	31.7	42.7	24.9	---	100.0%	1969
• Being supported in the classroom	1.0	1.8	15.5	34.2	47.1	0.4	100.0%	1994
	1.0	1.8	15.6	34.3	47.3	---	100.0%	1987
• Able to explain the goals of your school to colleagues, parents and others	0.4	1.2	16.6	38.1	43.5	0.3	100.0%	1991
	0.4	1.2	16.7	38.2	43.6	---	100.0%	1985
• Teaching	0.6	1.1	12.6	36.5	48.5	0.6	100.0%	1985
	0.6	1.1	12.7	36.8	48.8	---	100.0%	1971

1. The items in the table are from Q11 of the survey (see Appendix A).

2. The per cents are weighted; the counts are actual.

3. The per cents in the second row for each item are calculated with *Not an NP goal for this school* responses removed.

**Table E4 The extent to which the *Low SES NP* initiatives have affected selected activities at the school (%)—*Question 12***

Because of your school's participation in the Low SES NP initiatives	A lot worse	A little worse	No change	A little better	A lot better	Not an NP goal for this school	Total	N
• Mentoring support provided to teachers is	0.5	0.8	16.7	35.7	45.5	0.7	100.0%	1978
	0.5	0.8	16.9	36.0	45.8	---	100.0%	1962
• Quality of support for early career teachers is	0.7	1.3	16.7	33.5	45.8	2.0	100.0%	1966
	0.7	1.4	17.0	34.2	46.7	---	100.0%	1918
• Quality of school leadership is	1.5	3.6	16.7	33.6	43.9	0.6	100.0%	1972
	1.5	3.6	16.8	33.8	44.2	---	100.0%	1960
• Availability of professional learning opportunities for teachers is	0.8	1.3	9.8	29.8	58.0	0.3	100.0%	1975
	0.8	1.3	9.8	29.9	58.2	---	100.0%	1968
• Parents' and carers' support for student learning is	0.4	0.4	29.8	47.3	20.7	1.5	100.0%	1964
	0.4	0.4	30.2	48.0	21.0	---	100.0%	1931

1. The items in the table are from Q12 of the survey (see Appendix A).

2. The per cents are weighted; the counts are actual.

3. The per cents in the second row for each item are calculated with Not an NP goal for this school responses removed.

**Table E5 Statistical significance between school characteristics and strong positive responses about the consequences of the *Low SES NP***

	<i>Cohort</i>	<i>Type</i>	<i>Location</i>	<i>Enrol- ments</i>	<i>Indig.</i>	<i>LBOTE</i>	<i>ICSEA</i>	<i>NAPLAN Reading</i>
<b>MANAGING THE CLASSROOM</b>								
11g. Teaching	<b>0.000</b> <b>0.002</b>	<b>0.000</b> <b>0.000</b>	0.881 0.438	<b>0.000</b> <b>0.001</b>	<b>0.004</b> 0.027	0.332 0.648	0.963 0.596	0.344 0.071
11c. Managing student behaviour in classrooms	0.060 0.172	<b>0.000</b> <b>0.000</b>	0.872 0.288	<b>0.000</b> 0.091	0.085 0.098	0.632 0.477	<b>0.009</b> 0.125	0.302 0.032
11a. Meeting the individual learning needs of your students	<b>0.000</b> 0.035	<b>0.000</b> <b>0.000</b>	0.335 0.403	<b>0.000</b> 0.156	<b>0.001</b> 0.015	0.168 0.611	0.260 0.906	0.017 0.013
11e. Being supported in the classroom	<b>0.000</b> <b>0.000</b>	<b>0.000</b> <b>0.000</b>	0.750 0.143	<b>0.000</b> 0.011	<b>0.000</b> <b>0.007</b>	0.605 0.274	0.361 0.162	<b>0.001</b> <b>0.002</b>
11f. Able to explain the goals of your school to colleagues, parents & others	<b>0.003</b> 0.038	<b>0.000</b> <b>0.000</b>	0.852 0.960	<b>0.000</b> <b>0.000</b>	0.011 0.281	0.553 0.994	0.500 0.327	0.546 <b>0.006</b>
12d. Availability of professional learning opportunities for teachers	<b>0.002</b> 0.082	<b>0.000</b> <b>0.000</b>	0.148 0.630	<b>0.010</b> 0.220	<b>0.000</b> <b>0.000</b>	0.713 0.820	<b>0.005</b> 0.166	0.077 0.174
12c. The quality of school leadership	0.881 0.616	<b>0.000</b> <b>0.000</b>	0.334 0.094	<b>0.000</b> 0.290	0.827 0.726	0.073 0.193	0.067 0.057	0.022 0.192
12a. Mentoring support provided to teachers	0.115 0.187	<b>0.000</b> <b>0.000</b>	0.089 0.429	<b>0.001</b> 0.193	0.491 0.762	0.092 0.639	0.107 <b>0.001</b>	0.492 <b>0.005</b>
9b. Classroom support for teachers to help with student learning	<b>0.000</b> <b>0.002</b>	<b>0.000</b> <b>0.000</b>	0.834 0.056	<b>0.001</b> 0.090	<b>0.000</b> <b>0.004</b>	0.396 0.124	<b>0.009</b> <b>0.004</b>	0.275 0.417
9c. Opportunities for professional learning of classroom teachers	0.011 <b>0.004</b>	<b>0.000</b> <b>0.000</b>	0.036 0.719	<b>0.007</b> 0.432	<b>0.000</b> <b>0.000</b>	0.252 0.882	0.045 0.755	0.752 0.538
9a. Collaboration between classroom teachers	<b>0.001</b> 0.018	<b>0.000</b> <b>0.000</b>	<b>0.004</b> <b>0.008</b>	0.066 0.038	<b>0.000</b> <b>0.003</b>	0.691 0.022	0.293 0.626	0.369 0.044
12b. Quality of support for early career teachers	0.146 <b>0.008</b>	<b>0.000</b> <b>0.000</b>	0.283 <b>0.001</b>	0.036 0.017	0.223 <b>0.008</b>	<b>0.007</b> <b>0.003</b>	0.076 0.120	0.014 <b>0.006</b>
9d. Using results from student assessments to inform teaching	<b>0.000</b> 0.021	<b>0.000</b> <b>0.000</b>	0.682 <b>0.000</b>	<b>0.000</b> 0.148	0.027 0.064	0.590 <b>0.001</b>	0.419 0.164	<b>0.003</b> 0.327
<b>MEETING STUDENT NEEDS OUTSIDE THE CLASSROOM</b>								
9h. Additional programs & services to promote student wellbeing	0.025 <b>0.002</b>	0.093 0.798	0.242 0.407	<b>0.000</b> 0.032	0.012 0.104	<b>0.009</b> 0.020	<b>0.001</b> 0.177	0.012 0.149
9i. Additional programs & services to support students in their learning	0.478 0.638	<b>0.000</b> <b>0.007</b>	<b>0.000</b> 0.069	<b>0.000</b> <b>0.000</b>	<b>0.000</b> <b>0.001</b>	<b>0.000</b> 0.147	<b>0.000</b> 0.499	<b>0.000</b> <b>0.000</b>

1. Values correspond to results shown in Tables E6 to E11.

2. A strong positive response is Strongly agree, A lot more, or A lot better.

3. Values are two-tailed probabilities of no relationship between the response (excluding Not an NP goal for this school) and the school characteristic.

4. Values in the upper row for each item are from a zero-order likelihood chi-square. Values in the lower row are from partial log likelihood chi-squares derived by comparing a logistic regression model with all school characteristics with a similar model that omits the particular school characteristic—details of the models are provided in Appendix F.

5. Appendix A shows the full wording of the questions.

6. Appendix D provides details about the school characteristics.

**Table E5 Statistical significance between school characteristics and strong positive responses about the consequences of the *Low SES NP*—continued**

	<i>Cohort</i>	<i>Type</i>	<i>Location</i>	<i>Enrol-ments</i>	<i>Indig.</i>	<i>LBOTE</i>	<i>ICSEA</i>	<i>NAPLAN Reading</i>
<b>MANAGING THE SCHOOL</b>								
10j. The school has become a better place for students to learn	0.222 0.369	0.245 0.347	0.251 0.023	0.026 0.152	0.325 0.018	0.154 0.057	0.146 0.268	0.371 0.364
10i. The school has become a better place in which to teach	0.237 0.421	0.064 0.399	0.257 0.111	0.184 0.520	0.818 0.039	0.067 0.222	0.224 0.336	0.010 0.062
10a. The school runs more smoothly	0.344 0.388	0.092 0.423	0.037 0.252	0.033 0.307	0.151 0.419	0.127 0.431	0.041 0.415	0.135 0.192
10b. Teachers use better strategies to support student learning	<b>0.004</b> <b>0.010</b>	0.233 0.289	0.190 0.051	0.024 0.129	0.353 0.286	0.690 0.114	0.119 0.319	0.840 0.650
10c. There have been improvements in the way teachers relate to students	<b>0.019</b> 0.044	0.183 0.124	0.247 0.392	0.014 0.023	0.338 0.078	0.487 0.599	0.094 0.184	0.689 0.321
10d. This school uses more effective methods to determine how well teachers are performing	<b>0.000</b> <b>0.004</b>	0.291 0.244	0.159 0.294	<b>0.001</b> <b>0.001</b>	0.627 0.960	0.217 0.485	0.474 0.866	0.356 0.156
10e. A more strategic approach to school planning	0.125 0.408	0.284 0.533	0.235 0.236	0.107 0.127	0.500 0.241	0.310 0.409	0.114 0.271	0.330 0.167
<b>MANAGING PARENT AND COMMUNITY RELATIONS</b>								
9e. Parent/carer engagement in the school	0.116 0.767	<b>0.000</b> 0.018	0.241 0.031	0.520 0.743	<b>0.000</b> <b>0.000</b>	0.021 0.073	0.429 0.160	0.017 <b>0.000</b>
11b. Communicating with parents & carers from diverse social and cultural backgrounds	0.303 0.367	<b>0.000</b> <b>0.000</b>	0.756 0.204	<b>0.000</b> 0.024	<b>0.001</b> <b>0.004</b>	0.239 0.365	<b>0.001</b> 0.150	0.130 <b>0.009</b>
9g. Engaging with parents & carers from diverse social & cultural groups	0.093 0.410	0.239 0.091	0.214 <b>0.001</b>	<b>0.002</b> <b>0.003</b>	<b>0.000</b> <b>0.000</b>	0.000 0.002	0.228 0.169	<b>0.000</b> <b>0.000</b>
10g. The school is more effective in engaging parents & carers from diverse social & cultural groups	0.535 0.786	0.401 0.223	<b>0.003</b> 0.012	0.012 0.017	0.232 0.091	0.055 0.031	0.079 0.584	0.500 0.133
11d. Involving parents in their children's learning	0.019 0.234	<b>0.000</b> <b>0.000</b>	0.588 0.518	<b>0.000</b> 0.242	<b>0.000</b> 0.030	0.453 0.725	<b>0.007</b> 0.726	0.937 0.073
10h. The school is more engaged with its wider community	0.756 0.921	0.340 0.270	0.392 0.123	0.098 0.101	0.441 0.363	0.184 0.241	0.169 0.414	0.542 0.191
12e. Parents' & carers' support for student learning	0.744 0.659	<b>0.000</b> <b>0.001</b>	0.203 0.107	0.131 0.111	0.097 0.143	0.016 0.215	0.109 0.787	<b>0.010</b> <b>0.010</b>
9f. Links between the school and its wider community	0.508 0.161	<b>0.002</b> <b>0.005</b>	0.959 0.706	0.016 0.215	<b>0.004</b> 0.189	0.306 0.874	<b>0.002</b> 0.998	<b>0.009</b> 0.666
10f. The school communicates better with parents & carers	0.300 0.772	0.354 0.422	0.369 0.273	0.048 0.017	0.789 0.674	0.266 0.458	0.663 0.566	0.283 0.079

**Table E6 Observed per cent of strong positive responses to *Managing the classroom* questions by selected school characteristics**

	Question no.	Q11g	Q11c	Q11a	Q11e	Q11f	Q12d	Q12c	Q12a	Q9b	Q9c	Q9a	Q12b	Q9d
<b>Total</b>		48.8	33.3	53.6	47.3	43.6	44.2	44.2	45.8	65.2	68.5	63.8	46.7	60.6
<b>Cohort</b>	2009/10	53.8	36.6	58.0	53.9	47.7	45.1	45.1	48.3	70.4	72.0	68.1	49.6	62.9
	2011	47.6	31.4	53.7	44.7	42.9	44.1	44.1	45.9	66.0	67.6	62.7	43.6	63.8
	2012	41.4	30.1	45.5	39.2	37.2	42.8	42.8	41.3	54.9	63.5	57.8	45.9	51.9
<b>Type</b>	Primary	59.6	40.7	65.8	59.4	52.5	53.6	53.6	57.3	75.3	78.7	72.0	52.8	70.1
	Secondary	36.5	24.3	42.1	34.7	34.1	34.0	34.0	34.8	55.0	60.3	57.1	41.6	50.4
	Combined	48.8	35.6	41.6	41.3	42.4	41.5	41.5	38.1	59.6	51.0	54.9	40.7	62.2
	Special	64.9	48.7	69.2	64.1	48.7	61.5	61.5	53.8	74.4	81.0	61.0	46.2	53.7
<b>Location</b>	Metropolitan	49.0	33.1	53.1	46.4	42.9	45.8	45.8	47.9	64.8	69.9	65.7	48.3	61.6
	Provincial	48.9	33.3	55.2	48.7	44.5	41.5	41.5	42.9	66.0	67.2	61.8	43.7	59.0
	Remote	42.9	39.1	41.9	50.9	47.6	43.9	43.9	35.7	63.2	50.5	44.0	48.0	57.3
<b>Enrolments</b>	800 or more	37.8	23.0	43.3	36.0	32.4	32.7	32.7	38.9	58.9	62.1	59.5	45.5	51.3
	500-799	49.9	34.3	53.8	46.3	44.5	45.0	45.0	45.1	64.6	68.9	64.5	48.1	61.2
	200-499	48.5	35.4	55.3	48.4	43.6	46.9	46.9	47.2	66.1	71.3	63.9	43.4	63.0
	< 200	62.0	41.3	63.4	61.5	56.8	53.1	53.1	53.6	72.6	70.9	68.4	53.0	67.1
<b>Per cent ATSI students</b>	30% or more	45.6	38.2	51.4	47.2	44.8	45.8	45.8	46.1	62.9	59.8	55.9	42.1	56.2
	10% to <30%	53.7	35.4	59.8	53.4	48.8	45.4	45.4	46.5	71.8	76.3	68.9	47.5	61.7
	1% to <10%	45.2	30.7	49.4	41.7	39.9	43.4	43.4	44.1	60.6	64.0	61.4	48.7	58.9
	< 1%	52.8	32.8	56.0	51.9	44.1	43.4	43.4	48.9	68.5	74.9	68.4	44.3	66.6
<b>Per cent LBOTE students</b>	> 80%	51.6	31.5	55.0	49.1	42.7	42.4	42.4	49.3	67.4	70.7	64.9	52.0	58.7
	>10% to 80%	46.3	34.1	49.7	45.1	41.8	49.0	49.0	46.7	64.0	67.7	62.7	45.5	61.4
	>1% to 10%	48.0	32.8	54.5	47.7	45.6	42.7	42.7	44.6	66.1	69.8	62.6	46.9	62.5
	1% or less	49.3	35.2	55.9	47.5	45.1	42.1	42.1	41.4	62.7	65.2	65.5	40.8	59.7
<b>ICSEA quartiles</b>	Highest	48.5	29.8	53.1	45.2	42.0	40.6	40.6	48.8	59.7	68.4	65.1	46.8	62.9
	Third	48.2	33.2	50.7	47.5	42.7	47.6	47.6	46.7	67.9	66.4	61.8	50.8	60.5
	Second	49.2	31.5	56.3	46.4	44.3	42.2	42.2	41.0	65.7	73.8	66.8	44.4	57.8
	Lowest	49.7	39.9	55.6	50.8	46.5	46.4	46.4	45.7	68.2	66.4	62.1	43.1	60.3
<b>NAPLAN reading test quartiles</b>	Highest	47.7	29.4	51.8	43.4	40.6	40.9	40.9	44.5	61.4	70.4	64.1	41.7	68.1
	Third	49.8	33.2	54.4	46.2	44.0	43.2	43.2	47.9	65.5	67.5	67.1	52.1	57.5
	Second	48.4	33.5	54.3	48.9	45.0	41.9	41.9	43.2	65.5	68.9	62.5	46.7	58.8
	Lowest	47.3	36.6	50.5	46.7	43.1	50.3	50.3	47.6	66.6	67.2	61.7	43.5	58.6
	Missing	60.4	33.0	71.9	69.8	49.8	52.7	52.7	46.9	72.9	72.5	61.0	51.5	68.1

1. Values are the per cent of teachers who responded A lot more (excluding Not an NP goal for this school) for each of the questions in Q9—the wording of the questions is shown in Appendix A.

2. The school characteristics are described in Appendix D.

3. The statistical significance of relationships is shown in Table E5.

**Table E7 Adjusted per cent of strong positive responses to *Managing the classroom* questions by selected school characteristics**

	Question no.	Q11g	Q11c	Q11a	Q11e	Q11f	Q12d	Q12c	Q12a	Q9b	Q9c	Q9a	Q12b	Q9d
<b>Total</b>		48.8	33.3	53.6	47.3	43.6	58.2	44.2	45.8	65.2	68.5	63.8	46.7	60.6
<b>Cohort</b>	2009/10	53.8	36.7	57.3	53.8	47.5	61.6	46.1	49.1	69.3	70.9	65.5	50.5	62.0
	2011	45.4	30.7	51.1	42.1	42.1	55.9	42.8	44.2	63.7	65.0	62.3	41.6	61.4
	2012	44.5	30.7	50.4	42.6	38.9	55.2	42.8	42.3	59.9	69.1	63.0	46.9	57.0
<b>Type</b>	Primary	58.3	41.1	65.4	59.3	51.0	68.8	53.2	57.6	76.1	77.2	67.5	53.6	65.5
	Secondary	37.9	24.2	43.0	35.6	36.9	50.9	33.3	34.0	52.9	64.1	60.9	39.5	54.5
	Combined	48.1	31.9	40.6	38.2	37.7	37.1	45.2	38.0	63.7	42.5	59.2	44.3	65.0
	Special	62.3	48.5	63.5	59.3	41.9	65.9	60.9	59.1	78.2	82.1	63.8	52.1	54.7
<b>Location</b>	Metropolitan	50.1	35.4	54.7	46.6	46.2	57.4	47.5	48.8	63.5	69.9	67.0	47.7	63.7
	Provincial	47.0	29.7	52.2	48.0	39.1	59.5	38.8	41.6	67.9	65.9	59.4	44.5	55.6
	Remote	42.8	33.1	46.3	53.8	43.1	59.6	39.2	33.4	69.2	70.8	49.3	53.4	52.0
<b>Enrolments</b>	800 or more	43.0	25.8	51.6	45.2	34.9	58.3	39.2	46.5	69.0	67.6	62.6	49.6	57.7
	500-799	50.7	35.8	54.2	45.2	43.8	56.9	46.1	45.4	65.1	67.4	64.2	46.1	62.0
	200-499	45.6	33.4	51.5	45.0	41.5	56.2	43.9	42.9	62.2	68.3	62.6	42.3	60.3
	< 200	59.4	39.0	59.1	57.5	58.3	63.7	48.3	51.3	66.4	71.8	67.2	52.4	62.6
<b>Per cent ATSI students</b>	30% or more	41.7	33.5	48.7	38.8	41.3	45.8	40.5	46.9	58.3	59.5	60.5	43.2	56.0
	10% to <30%	53.0	34.0	58.7	52.2	47.3	64.8	44.6	48.2	70.0	74.3	66.4	51.0	57.5
	1% to <10%	48.8	32.7	52.3	46.2	42.4	56.6	45.5	45.2	64.5	66.7	62.6	49.3	61.7
	< 1%	48.0	33.7	52.9	49.2	43.0	61.8	43.5	43.3	65.1	71.4	65.7	36.6	65.9
<b>Per cent LBOTE students</b>	> 80%	51.7	30.5	54.8	50.8	43.1	58.5	40.1	47.4	68.1	68.2	60.6	55.0	53.2
	>10% to 80%	48.4	35.8	52.2	49.5	43.6	59.8	47.3	47.1	67.9	68.3	62.2	45.6	60.7
	>1% to 10%	46.8	32.0	52.1	43.9	44.4	56.4	46.3	45.6	61.7	69.5	65.9	45.7	66.4
	1% or less	47.9	35.3	55.4	43.5	43.9	57.6	43.4	42.4	61.5	68.1	68.0	38.2	63.7
<b>ICSEA quartiles</b>	Highest	47.2	29.9	54.1	48.4	45.2	62.7	41.9	54.4	60.2	67.5	63.8	49.8	59.4
	Third	50.6	35.4	54.0	50.9	46.5	57.1	49.6	51.1	69.4	67.8	63.7	51.6	61.7
	Second	47.2	29.2	51.8	42.2	39.1	57.3	41.6	37.0	62.9	70.2	62.8	41.0	58.3
	Lowest	50.0	39.1	54.2	45.6	41.7	54.3	42.3	34.9	68.4	69.4	65.2	40.9	62.8
<b>NAPLAN reading test quartiles</b>	Highest	46.4	31.6	50.9	41.4	39.2	57.2	37.9	36.6	63.0	69.3	63.3	40.2	61.6
	Third	51.4	37.5	55.7	48.0	47.1	58.1	46.4	48.5	66.1	68.9	65.4	49.9	60.7
	Second	51.1	35.2	56.1	52.7	47.5	61.6	45.4	50.9	66.9	69.2	63.8	51.9	60.5
	Lowest	45.5	30.0	49.5	44.2	39.8	55.2	46.3	46.8	64.1	67.1	63.0	42.5	59.0
	Missing	45.5	17.2	59.0	54.8	37.1	57.9	42.5	35.1	64.9	65.8	60.5	47.5	63.7

1. Values are the per cent of teachers who responded A lot more. Strongly agree or A lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.

2. The values have been adjusted using coefficients from a logistic regression model that included all school characteristics shown in the table, as well as school sector. The adjustment for Location, % ATSI students and % LBOTE students did not include ICSEA. Details of the model are provided in Appendix F. The adjustment preserves the overall mean and the proportions of each school characteristic.

3. The school characteristics are described in Appendix D.

4. The statistical significance of relationships is shown in Table E5.



**Table E8** Observed per cent of strong positive responses to *Meeting student needs outside the classroom* and *Managing the school* questions by selected school characteristics

	<i>Question no.</i>	<i>Q9h</i>	<i>Q9i</i>	<i>Q10j</i>	<i>Q10i</i>	<i>Q10a</i>	<i>Q10b</i>	<i>Q10c</i>	<i>Q10d</i>	<i>Q10e</i>
<b>Total</b>		41.9	48.8	35.0	29.0	21.9	30.2	20.5	16.9	33.2
<b>Cohort</b>	<i>2009/10</i>	44.1	47.3	38.9	32.2	23.2	32.6	22.2	18.3	34.2
	<i>2011</i>	43.4	48.8	35.7	28.6	23.4	32.0	22.4	18.6	35.4
	<i>2012</i>	36.1	51.7	26.8	23.9	17.5	23.3	15.0	12.1	28.2
<b>Type</b>	<i>Primary</i>	40.7	41.0	43.0	34.9	28.2	39.9	26.0	21.9	40.6
	<i>Secondary</i>	44.7	60.4	27.0	23.2	16.5	21.2	14.8	11.1	25.9
	<i>Combined</i>	35.7	35.8	30.6	26.3	15.1	26.1	21.1	19.8	32.2
	<i>Special</i>	38.1	31.6	37.5	28.2	20.5	17.5	15.0	16.2	23.1
<b>Location</b>	<i>Metropolitan</i>	43.2	53.2	35.0	29.7	21.8	30.9	21.7	17.9	32.8
	<i>Provincial</i>	40.5	41.8	35.3	27.8	21.3	29.3	18.2	15.3	34.0
	<i>Remote</i>	30.3	38.4	29.6	29.6	32.2	23.2	25.8	14.5	30.7
<b>Enrolments</b>	<i>800 or more</i>	41.5	65.2	28.1	22.2	13.5	24.0	16.8	11.0	24.1
	<i>500-799</i>	49.5	56.7	33.6	29.7	24.0	31.1	22.9	19.0	33.5
	<i>200-499</i>	39.9	39.2	35.8	29.6	22.7	29.9	19.7	17.3	36.7
	<i>&lt; 200</i>	34.0	32.6	44.6	35.6	27.7	37.1	23.3	20.3	37.9
<b>Per cent ATSI students</b>	<i>30% or more</i>	36.5	31.9	32.0	26.0	21.9	24.5	16.0	14.7	30.1
	<i>10% to &lt;30%</i>	47.3	49.1	40.0	34.2	25.8	32.4	23.5	18.4	38.4
	<i>1% to &lt;10%</i>	41.4	52.0	30.9	26.3	20.6	27.7	18.9	15.6	30.8
	<i>&lt; 1%</i>	39.3	53.6	39.7	30.2	18.8	37.5	23.7	19.5	33.4
<b>Per cent LBOTE students</b>	<i>&gt; 80%</i>	42.4	56.5	34.9	28.0	20.6	35.9	23.3	19.1	30.6
	<i>&gt;10% to 80%</i>	44.9	51.7	35.0	31.7	21.8	25.6	19.9	15.0	34.2
	<i>&gt;1% to 10%</i>	44.0	43.8	38.5	29.5	24.8	31.9	20.9	17.7	35.3
	<i>1% or less</i>	34.9	40.3	31.0	26.1	20.3	26.7	17.2	15.5	32.7
<b>ICSEA quartiles</b>	<i>Highest</i>	37.4	46.9	32.9	25.5	15.8	30.2	18.6	16.2	32.9
	<i>Third</i>	45.9	54.7	34.2	30.0	23.0	31.4	20.4	16.2	31.6
	<i>Second</i>	46.8	51.7	34.6	27.7	25.5	29.6	21.6	16.9	31.8
	<i>Lowest</i>	37.6	40.1	39.2	33.7	24.6	28.9	22.2	18.7	37.3
<b>NAPLAN reading test quartiles</b>	<i>Highest</i>	35.5	37.6	33.4	26.6	14.5	30.1	14.5	13.0	32.4
	<i>Third</i>	43.5	59.4	33.6	27.9	22.7	30.6	24.7	17.7	32.0
	<i>Second</i>	45.9	52.3	35.5	28.6	24.7	32.5	22.4	20.7	34.4
	<i>Lowest</i>	41.9	43.9	36.4	32.1	22.9	26.1	18.5	14.4	34.1
	<i>Missing</i>	34.7	30.3	41.8	34.8	27.6	34.6	19.8	17.3	31.5

1. Values are the per cent of teachers who responded A lot more, Strongly agree or A lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.

2. The school characteristics are described in Appendix D.

3. The statistical significance of relationships is shown in Table E5.

**Table E9 Adjusted per cent of strong positive responses to *Meeting student needs outside the classroom* and *Managing the school* questions by selected school characteristics**

	Question no.	Q9h	Q9i	Q10j	Q10i	Q10a	Q10b	Q10c	Q10d	Q10e
<b>Total</b>		41.9	48.8	35.0	29.0	21.9	30.2	20.5	16.9	33.2
<b>Cohort</b>	2009/10	44.1	48.0	40.1	34.2	24.4	33.2	23.8	19.8	35.0
	2011	42.7	47.8	33.3	26.3	22.2	29.1	20.3	17.3	34.3
	2012	37.1	51.7	28.2	23.5	17.0	26.2	15.1	11.3	28.6
<b>Type</b>	Primary	41.2	44.7	41.6	34.0	28.2	40.8	27.7	22.2	40.2
	Secondary	43.1	54.8	29.3	24.8	17.5	19.8	11.3	7.6	26.4
	Combined	40.0	39.7	27.7	24.5	12.1	28.3	26.6	31.3	32.5
	Special	43.9	59.3	36.2	25.2	16.3	14.8	22.2	22.4	21.2
<b>Location</b>	Metropolitan	42.0	46.5	36.3	31.0	23.7	31.6	21.9	20.8	34.4
	Provincial	41.9	51.5	32.7	25.2	17.1	28.0	17.2	10.7	31.3
	Remote	40.6	68.7	33.2	31.9	40.9	24.1	31.5	6.5	29.5
<b>Enrolments</b>	800 or more	40.8	60.2	31.4	22.9	14.0	28.4	19.8	10.6	27.6
	500-799	46.7	54.3	32.1	29.2	22.5	29.7	24.2	18.6	33.6
	200-499	40.9	42.2	33.6	27.9	21.7	27.0	16.9	17.3	34.0
	< 200	38.2	39.1	46.5	38.4	31.0	38.9	23.0	21.4	38.0
<b>Per cent ATSI students</b>	30% or more	43.4	41.2	24.6	21.8	17.6	23.3	14.2	14.6	26.1
	10% to <30%	46.7	53.5	37.9	34.1	25.2	32.4	24.8	17.0	35.7
	1% to <10%	40.9	46.6	34.2	27.2	21.8	30.0	19.6	17.2	33.3
	< 1%	36.3	53.4	40.7	31.4	20.4	32.6	21.4	17.6	34.5
<b>Per cent LBOTE students</b>	> 80%	45.0	53.1	33.0	27.8	20.9	34.6	20.8	16.4	26.4
	>10% to 80%	46.2	52.4	37.2	33.3	23.0	26.3	21.3	13.5	34.7
	>1% to 10%	39.8	44.3	39.0	39.1	24.9	32.1	22.3	20.8	35.7
	1% or less	34.6	43.5	30.3	24.8	18.3	27.2	17.2	17.6	34.8
<b>ICSEA quartiles</b>	Highest	42.6	46.4	31.7	22.9	16.2	27.7	15.4	15.2	33.6
	Third	45.0	47.2	34.0	29.2	23.9	33.9	19.5	16.9	32.9
	Second	42.0	48.9	32.0	24.3	23.3	27.9	19.3	13.6	25.1
	Lowest	36.4	54.6	44.0	42.0	25.3	30.4	30.6	22.5	41.0
<b>NAPLAN reading test quartiles</b>	Highest	38.0	42.4	31.7	28.5	15.4	27.3	10.2	7.6	26.8
	Third	43.5	57.0	36.0	31.2	27.6	31.3	29.7	20.7	35.2
	Second	42.9	47.4	37.0	28.1	25.1	35.9	23.8	25.8	36.8
	Lowest	42.7	47.9	34.4	27.5	16.5	23.8	15.1	10.6	32.6
	Missing	41.2	40.7	34.3	31.1	23.4	34.4	18.8	11.8	30.7

1. Values are the per cent of teachers who responded A lot more. Strongly agree or A lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.

2. The values have been adjusted using coefficients from a logistic regression model that included all school characteristics shown in the table, as well as school sector. The adjustment for Location, % ATSI students and % LBOTE students did not include ICSEA. Details of the model are provided in Appendix F. The adjustment preserves the overall mean and the proportions of each school characteristic.

3. The school characteristics are described in Appendix D.

4. The statistical significance of relationships is shown in Table E5.

**Table E10 Observed per cent of strong positive responses to *Managing parent and community relations* questions by selected school characteristics**

	<i>Question no.</i>	<i>Q9e</i>	<i>Q11b</i>	<i>Q9g</i>	<i>Q10g</i>	<i>Q11d</i>	<i>Q10h</i>	<i>Q12e</i>	<i>Q9f</i>	<i>Q10f</i>
<b>Total</b>		28.2	28.0	34.5	15.9	24.9	17.5	21.0	36.7	18.0
<b>Cohort</b>	<i>2009/10</i>	29.7	30.2	35.9	15.2	28.4	17.2	21.8	37.0	18.3
	<i>2011</i>	29.3	26.7	36.1	17.6	22.9	19.3	19.6	38.3	20.4
	<i>2012</i>	24.0	25.9	29.9	15.0	21.5	15.4	21.5	34.0	14.1
<b>Type</b>	<i>Primary</i>	33.1	34.4	35.4	17.3	31.4	19.0	26.2	32.9	20.9
	<i>Secondary</i>	23.6	22.0	35.1	15.3	17.3	16.9	15.3	41.2	16.3
	<i>Combined</i>	26.4	24.2	28.5	11.9	30.5	10.6	22.6	33.4	13.5
	<i>Special</i>	21.1	27.3	27.8	16.1	18.2	23.5	21.2	37.5	8.1
<b>Location</b>	<i>Metropolitan</i>	29.7	28.1	36.2	17.6	24.2	17.2	22.3	36.4	18.1
	<i>Provincial</i>	25.5	27.3	31.5	13.2	25.7	17.9	18.4	36.9	18.0
	<i>Remote</i>	27.6	34.7	35.6	13.5	32.4	17.6	25.0	40.1	14.4
<b>Enrolments</b>	<i>800 or more</i>	25.6	19.6	37.3	13.6	16.4	11.9	17.7	34.8	15.0
	<i>500-799</i>	29.0	31.0	39.3	19.6	25.7	22.5	22.1	42.0	20.1
	<i>200-499</i>	29.4	29.5	31.7	15.2	27.6	16.0	20.6	35.4	18.6
	<i>&lt; 200</i>	27.8	31.4	28.7	14.5	29.8	19.7	24.3	33.0	17.5
<b>Per cent ATSI students</b>	<i>30% or more</i>	23.2	31.9	31.6	12.5	30.0	16.1	19.6	33.5	15.9
	<i>10% to &lt;30%</i>	34.1	33.5	42.3	18.2	29.0	21.0	20.6	42.2	20.5
	<i>1% to &lt;10%</i>	23.6	24.6	30.5	14.8	19.9	17.0	19.6	36.4	16.8
	<i>&lt; 1%</i>	34.4	25.0	35.0	17.9	27.3	14.2	26.1	31.3	18.8
<b>Per cent LBOTE students</b>	<i>&gt; 80%</i>	29.3	25.1	34.1	16.4	23.5	15.6	23.9	33.5	19.1
	<i>&gt;10% to 80%</i>	30.2	30.6	37.7	18.7	24.3	18.9	23.1	38.3	17.7
	<i>&gt;1% to 10%</i>	29.5	28.5	38.4	16.6	27.6	19.8	16.9	37.9	19.7
	<i>1% or less</i>	22.3	27.7	26.1	10.6	24.6	15.3	18.8	37.2	14.9
<b>ICSEA quartiles</b>	<i>Highest</i>	29.9	23.6	31.7	14.8	25.6	13.5	24.5	30.9	15.3
	<i>Third</i>	26.9	26.0	34.9	17.2	20.4	17.4	20.4	38.0	19.0
	<i>Second</i>	29.8	30.3	37.9	14.7	25.8	19.5	18.9	42.4	18.4
	<i>Lowest</i>	26.1	34.5	34.3	16.9	29.7	20.8	19.2	36.7	19.9
<b>NAPLAN reading test quartiles</b>	<i>Highest</i>	25.0	23.6	26.6	10.8	24.0	10.9	20.9	30.5	14.5
	<i>Third</i>	33.5	29.1	39.7	18.3	24.6	17.4	25.4	35.1	20.2
	<i>Second</i>	26.0	28.5	35.7	18.1	26.1	21.4	16.9	40.5	20.6
	<i>Lowest</i>	27.7	30.7	35.3	15.9	24.4	18.8	19.8	39.8	16.8
	<i>Missing</i>	23.8	21.4	21.1	7.6	26.7	14.1	26.3	33.1	6.2

1. Values are the per cent of teachers who responded A lot more, Strongly agree or A lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.

2. The school characteristics are described in Appendix D.

3. The statistical significance of relationships is shown in Table E5.

**Table E11 Adjusted per cent of strong positive responses to *Managing parent and community relations* questions by selected school characteristics**

	<i>Question no.</i>	<i>Q9e</i>	<i>Q11b</i>	<i>Q9g</i>	<i>Q10g</i>	<i>Q11d</i>	<i>Q10h</i>	<i>Q12e</i>	<i>Q9f</i>	<i>Q10f</i>
<b>Total</b>		28.2	28.0	34.5	15.9	24.9	17.5	21.0	36.7	18.0
<b>Cohort</b>	<i>2009/10</i>	29.2	30.6	35.3	16.0	27.8	18.3	21.2	37.0	19.0
	<i>2011</i>	28.6	25.4	35.6	17.1	22.3	19.2	19.4	39.4	19.8
	<i>2012</i>	25.8	26.8	31.8	14.4	23.2	13.6	22.8	32.4	13.8
<b>Type</b>	<i>Primary</i>	32.7	34.9	36.8	16.5	31.3	17.7	25.3	31.3	20.3
	<i>Secondary</i>	24.0	22.2	32.8	16.1	18.0	19.2	15.8	42.9	17.6
	<i>Combined</i>	24.1	20.8	29.8	8.7	27.8	5.4	21.7	34.0	11.0
	<i>Special</i>	31.4	24.8	40.3	30.8	13.8	27.8	25.6	42.4	9.0
<b>Location</b>	<i>Metropolitan</i>	30.8	30.4	36.4	17.7	27.6	17.0	20.9	36.8	17.6
	<i>Provincial</i>	23.0	23.4	30.4	12.3	20.3	17.2	20.6	35.8	18.4
	<i>Remote</i>	35.0	33.0	44.2	23.6	21.4	31.2	27.7	46.2	20.0
<b>Enrolments</b>	<i>800 or more</i>	26.9	22.8	41.3	11.6	19.5	10.6	20.1	31.8	13.8
	<i>500-799</i>	30.2	33.6	39.3	18.7	27.8	20.1	25.3	39.6	18.9
	<i>200-499</i>	27.2	25.8	29.3	15.4	24.9	16.3	18.5	37.7	17.9
	<i>&lt; 200</i>	28.6	30.3	28.8	18.3	27.5	24.4	20.4	36.6	22.1
<b>Per cent ATSI students</b>	<i>30% or more</i>	25.3	35.4	39.5	14.4	32.9	13.4	21.6	32.4	17.8
	<i>10% to &lt;30%</i>	35.4	36.4	44.6	18.5	28.4	19.7	22.8	40.7	20.2
	<i>1% to &lt;10%</i>	21.8	22.9	27.8	13.9	20.0	17.7	18.3	35.9	17.0
	<i>&lt; 1%</i>	35.5	22.4	32.3	18.3	25.9	16.7	24.5	35.9	17.2
<b>Per cent LBOTE students</b>	<i>&gt; 80%</i>	24.2	26.1	32.0	14.0	21.9	17.3	22.1	36.2	20.2
	<i>&gt;10% to 80%</i>	31.7	31.7	39.0	19.4	26.0	20.7	25.3	38.1	19.9
	<i>&gt;1% to 10%</i>	32.1	26.1	38.2	19.2	27.0	17.6	16.3	35.2	16.4
	<i>1% or less</i>	24.5	27.9	28.0	10.4	25.3	13.2	19.0	37.0	14.3
<b>ICSEA quartiles</b>	<i>Highest</i>	34.5	22.7	38.2	17.7	27.6	16.2	23.1	36.2	15.2
	<i>Third</i>	30.1	27.1	37.3	16.6	23.4	15.0	21.7	36.5	18.4
	<i>Second</i>	23.1	28.6	29.6	10.0	23.4	16.2	20.5	37.2	16.4
	<i>Lowest</i>	21.5	36.2	30.2	18.5	24.9	24.0	17.4	37.1	22.9
<b>NAPLAN reading test quartiles</b>	<i>Highest</i>	20.5	27.2	27.4	8.1	21.9	10.5	20.0	35.4	14.3
	<i>Third</i>	37.2	35.4	40.7	22.9	28.3	22.1	27.5	36.8	24.2
	<i>Second</i>	26.2	27.0	34.1	18.4	28.1	20.8	17.6	36.0	20.4
	<i>Lowest</i>	27.5	22.9	35.2	13.8	19.7	16.0	17.7	39.2	13.4
	<i>Missing</i>	22.5	14.6	27.2	2.3	25.2	5.9	22.5	33.0	1.3

1. Values are the per cent of teachers who responded A lot more. Strongly agree or A lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.
2. The values have been adjusted using coefficients from a logistic regression model that included all school characteristics shown in the table, as well as school sector. The adjustment for Location, % ATSI students and % LBOTE students did not include ICSEA. Details of the model are provided in Appendix F. The adjustment preserves the overall mean and the proportions of each school characteristic.
3. The school characteristics are described in Appendix D.
4. The statistical significance of relationships is shown in Table E5.

**Table E12 Statistical significance between school characteristics and any positive response about the consequences of the *Low SES NP***

	<i>Cohort</i>	<i>Type</i>	<i>Location</i>	<i>Enrol-ments</i>	<i>Indig.</i>	<i>LBOTE</i>	<i>ICSEA</i>	<i>NAPLAN Reading</i>
<b>MANAGING THE CLASSROOM</b>								
11g. Teaching	<b>0.026</b> 0.167	<b>0.000</b> <b>0.000</b>	0.996 0.131	<b>0.000</b> <b>0.007</b>	0.038 0.160	0.535 0.255	0.891 0.168	0.339 0.053
11c. Managing student behaviour in classrooms	<b>0.004</b> 0.258	<b>0.000</b> <b>0.000</b>	0.041 <b>0.000</b>	<b>0.000</b> 0.012	<b>0.000</b> 0.029	<b>0.000</b> <b>0.001</b>	<b>0.000</b> <b>0.006</b>	0.110 <b>0.000</b>
11a. Meeting the individual learning needs of your students	<b>0.002</b> <b>0.060</b>	<b>0.000</b> <b>0.000</b>	0.266 0.213	<b>0.001</b> 0.118	0.088 0.254	0.627 0.377	0.765 0.284	0.332 0.184
11e. Being supported in the classroom	0.381 0.455	<b>0.000</b> <b>0.000</b>	0.417 <b>0.008</b>	<b>0.000</b> 0.038	0.098 0.064	0.116 0.021	0.225 0.055	0.080 0.540
11f. Able to explain the goals of your school to colleagues, parents & others	<b>0.031</b> 0.328	<b>0.000</b> <b>0.001</b>	0.420 0.110	<b>0.000</b> 0.246	0.014 0.110	0.650 0.219	0.219 0.464	0.962 0.395
12d. Availability of professional learning opportunities for teachers	<b>0.044</b> <b>0.421</b>	<b>0.000</b> <b>0.000</b>	0.033 0.079	0.852 0.623	<b>0.000</b> <b>0.001</b>	0.149 0.166	0.037 0.825	0.319 0.923
12c. The quality of school leadership	0.431 0.139	<b>0.000</b> <b>0.000</b>	0.733 0.013	<b>0.000</b> 0.798	0.964 0.182	0.020 0.033	0.577 0.169	0.104 0.453
12a. Mentoring support provided to teachers	0.321 0.995	<b>0.000</b> <b>0.000</b>	0.450 <b>0.007</b>	<b>0.005</b> 0.030	0.152 0.030	0.023 0.020	0.059 0.179	0.335 0.089
9b. Classroom support for teachers to help with student learning	<b>0.000</b> <b>0.083</b>	<b>0.000</b> <b>0.000</b>	0.060 <b>0.009</b>	<b>0.000</b> 0.084	<b>0.000</b> <b>0.000</b>	0.291 0.024	0.058 <b>0.007</b>	0.247 0.366
9c. Opportunities for professional learning of classroom teachers	<b>0.046</b> <b>0.163</b>	<b>0.000</b> <b>0.000</b>	0.116 0.299	0.805 0.612	<b>0.000</b> <b>0.005</b>	0.210 0.491	<b>0.002</b> 0.444	<b>0.001</b> 0.008
9a. Collaboration between classroom teachers	0.013 0.818	<b>0.000</b> <b>0.000</b>	<b>0.002</b> 0.104	0.669 0.042	<b>0.000</b> 0.030	0.124 0.210	0.014 0.765	<b>0.004</b> <b>0.007</b>
12b. Quality of support for early career teachers	0.707 0.392	<b>0.002</b> 0.035	0.238 0.014	0.107 0.077	0.662 0.147	0.038 0.037	0.268 0.489	0.136 0.333
9d. Using results from student assessments to inform teaching	0.008 0.102	<b>0.000</b> 0.000	0.000 <b>0.000</b>	<b>0.032</b> 0.880	0.225 0.444	0.049 <b>0.001</b>	0.468 <b>0.005</b>	0.174 0.569
<b>MEETING STUDENT NEEDS OUTSIDE THE CLASSROOM</b>								
9h. Additional programs & services to promote student wellbeing	0.438 0.108	0.213 0.386	0.428 0.040	0.233 0.324	0.345 0.569	0.075 0.091	<b>0.007</b> 0.146	<b>0.001</b> <b>0.000</b>
9i. Additional programs & services to support students in their learning	0.302 0.791	<b>0.000</b> <b>0.000</b>	<b>0.000</b> <b>0.001</b>	<b>0.000</b> 0.113	<b>0.000</b> <b>0.006</b>	<b>0.000</b> <b>0.004</b>	<b>0.000</b> 0.018	<b>0.000</b> <b>0.003</b>

1. Values correspond to results shown in Tables E13 to E18.

2. Any positive response is Agree or Strongly agree, A little or a lot more, or A little or a lot better.

3. Values are two-tailed probabilities of no relationship between the response (excluding Not an NP goal for this school) and the school characteristic.

4. Values in the upper row for each item are from a zero-order likelihood chi-square. Values in the lower row are from partial log likelihood chi-squares derived by comparing a logistic regression model with all school characteristics with a similar model that omits the particular school characteristic—details of the models are provided in Appendix F.

5. Appendix A shows the full wording of the questions.

6. Appendix D provides details about the school characteristics.

**Table E12 Statistical significance between school characteristics and any positive response about the consequences of the Low SES National Partnership—continued**

	<i>Cohort</i>	<i>Type</i>	<i>Location</i>	<i>Enrol-ments</i>	<i>Indig.</i>	<i>LBOTE</i>	<i>ICSEA</i>	<i>NAPLAN Reading</i>
<b>MANAGING THE SCHOOL</b>								
10j. The school has become a better place for students to learn	0.241 0.100	<b>0.000</b> <b>0.001</b>	0.045 <b>0.010</b>	<b>0.000</b> 0.016	0.213 0.452	0.130 0.027	0.533 0.145	0.897 0.161
10i. The school has become a better place in which to teach	0.066 0.004	<b>0.000</b> <b>0.001</b>	0.011 0.029	<b>0.000</b> <b>0.001</b>	0.065 0.241	0.212 0.069	0.340 0.085	0.481 0.254
10a. The school runs more smoothly	0.127 0.110	<b>0.000</b> <b>0.001</b>	0.520 0.190	<b>0.000</b> 0.143	<b>0.009</b> 0.237	0.049 0.345	0.012 0.036	<b>0.001</b> 0.264
10b. Teachers use better strategies to support student learning	0.077 0.472	<b>0.000</b> 0.045	0.078 0.803	<b>0.001</b> 0.283	0.160 0.890	0.746 0.932	0.064 0.077	0.646 0.835
10c. There have been improvements in the way teachers relate to students	0.327 0.573	<b>0.000</b> <b>0.10</b>	0.435 0.204	<b>0.008</b> 0.434	0.493 0.856	0.246 0.365	0.646 0.307	0.055 0.118
10d. This school uses more effective methods to determine how well teachers are performing	0.531 0.867	<b>0.000</b> <b>0.000</b>	0.218 0.016	<b>0.000</b> 0.127	0.027 0.840	0.085 0.040	<b>0.005</b> 0.341	<b>0.001</b> 0.030
10e. A more strategic approach to school planning	0.085 0.297	<b>0.000</b> <b>0.002</b>	0.812 0.435	<b>0.001</b> 0.274	0.338 0.313	0.739 0.645	0.242 0.701	0.268 0.417
<b>MANAGING PARENT AND COMMUNITY RELATIONS</b>								
9e. Parent/carer engagement in the school	<b>0.016</b> 0.023	<b>0.000</b> 0.165	0.179 0.124	<b>0.001</b> <b>0.007</b>	0.016 0.388	0.256 0.243	0.614 0.473	0.404 <b>0.002</b>
11b. Communicating with parents and carers from diverse social and cultural backgrounds	<b>0.002</b> <b>0.027</b>	<b>0.000</b> <b>0.012</b>	0.636 0.502	<b>0.001</b> 0.034	<b>0.000</b> 0.080	0.185 0.710	<b>0.006</b> 0.185	0.053 <b>0.007</b>
9g. Engaging with parents & carers from diverse social & cultural groups	0.189 0.177	0.264 0.514	0.688 0.239	0.355 0.358	<b>0.000</b> <b>0.000</b>	0.309 0.414	0.056 0.960	<b>0.002</b> <b>0.000</b>
10g. The school is more effective in engaging parents & carers from diverse social & cultural groups	0.086 0.408	0.110 0.362	0.639 0.161	0.215 0.374	0.069 0.297	0.349 0.301	0.181 0.151	0.561 0.056
11d. Involving parents in their children's learning	<b>0.003</b> <b>0.016</b>	<b>0.000</b> <b>0.000</b>	0.581 0.014	<b>0.000</b> 0.049	0.051 0.487	0.072 0.035	0.036 0.343	0.193 0.201
10h. The school is more engaged with its wider community	0.622 0.376	<b>0.004</b> 0.033	0.662 0.057	0.082 0.355	0.248 0.836	<b>0.010</b> 0.126	0.036 0.751	0.007 0.065
12e. Parents' & carers' support for student learning	0.056 0.213	<b>0.000</b> <b>0.003</b>	0.832 0.105	<b>0.001</b> 0.013	<b>0.005</b> 0.063	0.863 0.212	0.960 0.383	0.885 <b>0.004</b>
9f. Links between the school and its wider community	0.174 <b>0.008</b>	0.045 0.061	0.081 0.045	0.180 0.023	<b>0.001</b> 0.173	0.011 0.103	0.035 0.112	0.327 0.341
10f. The school communicates better with parents & carers	0.083 0.061	<b>0.010</b> 0.419	0.081 <b>0.005</b>	<b>0.001</b> 0.379	0.267 0.415	<b>0.007</b> 0.015	0.090 0.257	0.643 0.169

**Table E13 Observed per cent of any positive response to *Managing the classroom* questions by selected school characteristics**

		Q11g	Q11c	Q11a	Q11e	Q11f	Q12d	Q12c	Q12a	Q9b	Q9c	Q9a	Q12b	Q9d
<b>Total</b>		85.6	70.2	87.8	81.6	81.8	88.1	78.1	81.8	90.2	91.7	89.4	81.0	91.6
<b>Cohort</b>	2009/10	88.2	74.5	90.0	83.2	83.7	89.4	79.7	81.4	92.6	93.0	90.0	81.9	93.4
	2011	84.4	67.1	88.5	81.0	82.6	89.1	77.6	83.9	90.8	92.2	90.6	80.9	91.9
	2012	82.5	66.9	82.9	79.6	77.2	84.3	75.8	79.7	84.9	88.6	86.5	79.2	88.0
<b>Type</b>	Primary	91.4	77.9	92.3	89.5	87.3	93.2	85.1	88.1	94.2	95.3	93.0	84.2	94.5
	Secondary	78.6	60.7	83.4	72.7	76.0	84.3	71.3	75.9	85.9	88.6	87.3	78.3	87.4
	Combined	87.9	72.6	83.7	81.7	79.6	79.9	72.8	77.7	87.6	86.2	80.1	75.1	96.3
	Special	91.9	89.7	97.4	92.3	87.2	87.2	84.6	84.6	97.7	95.2	90.2	87.2	92.7
<b>Location</b>	Metropolitan	85.5	68.0	88.0	80.8	81.5	89.3	78.6	82.8	89.4	92.1	90.7	82.3	91.6
	Provincial	85.8	73.7	88.1	83.3	82.8	86.8	77.4	80.4	92.0	91.6	88.2	78.8	91.5
	Remote	84.5	76.5	77.5	76.0	72.9	75.0	72.0	76.5	81.2	80.8	72.3	75.7	91.2
<b>Enrolments</b>	800 or more	81.6	57.1	85.2	73.7	76.0	87.7	71.8	80.6	86.4	90.8	89.9	82.6	89.0
	500-799	81.8	67.8	85.0	80.0	80.6	87.7	76.6	77.5	90.0	91.4	89.9	77.4	90.7
	200-499	87.1	75.0	89.5	83.3	84.0	89.0	80.5	84.3	90.3	92.0	88.2	81.8	92.6
	< 200	93.9	82.2	92.4	91.3	87.0	87.6	83.9	85.6	95.1	92.5	90.1	82.9	94.2
<b>Per cent ATSI students</b>	30% or more	85.8	77.0	85.9	81.4	80.2	80.5	77.1	81.2	85.7	85.7	81.7	78.1	90.6
	10% to <30%	86.3	77.7	89.5	84.7	85.0	89.8	78.0	83.4	94.5	93.4	90.4	81.3	92.4
	1% to <10%	83.5	64.5	86.3	79.5	79.1	87.4	78.5	79.9	88.2	91.0	89.5	81.3	90.5
	< 1%	89.7	67.4	90.4	82.4	84.8	93.1	77.7	84.8	91.9	95.2	93.5	81.9	93.7
<b>Per cent LBOTE students</b>	> 80%	85.3	62.2	87.3	79.1	80.1	90.2	75.8	85.8	88.8	93.4	91.5	84.7	89.3
	>10% to 80%	85.6	71.4	87.6	84.6	82.2	87.9	81.9	81.5	91.1	90.0	88.2	81.0	93.4
	>1% to 10%	84.2	72.0	87.1	81.7	82.0	85.5	74.9	80.0	91.6	91.2	87.6	78.7	92.8
	1% or less	87.6	77.2	89.6	80.9	83.2	88.6	79.6	78.9	88.9	92.1	90.1	78.4	90.7
<b>ICSEA quartiles</b>	Highest	86.5	64.4	87.6	79.1	81.6	89.9	77.5	85.3	88.0	94.4	91.4	82.8	90.6
	Third	85.1	69.2	87.9	83.3	80.2	87.5	80.0	80.7	92.1	89.9	89.5	82.1	92.3
	Second	85.7	73.6	89.0	80.9	85.0	90.1	77.0	79.0	91.6	93.4	90.5	79.3	92.8
	Lowest	84.9	75.9	86.7	83.3	80.9	84.5	77.0	81.8	88.9	88.8	85.2	78.6	90.6
<b>NAPLAN reading test quartiles</b>	Highest	85.9	66.1	88.5	81.4	82.6	90.4	78.8	85.1	91.6	95.6	90.8	81.8	94.5
	Third	87.3	68.6	89.1	79.2	80.8	88.9	76.4	80.9	89.5	91.0	92.0	82.7	90.8
	Second	83.5	71.7	86.3	80.9	81.9	86.5	75.8	80.4	89.1	92.6	89.7	78.9	90.8
	Lowest	85.1	74.0	86.7	84.3	82.1	86.8	81.3	81.4	90.0	87.6	84.7	79.3	91.0
	Missing	89.9	69.8	92.9	90.1	82.6	90.3	85.6	85.1	95.9	92.6	87.9	89.8	91.1

1. Values are the per cent of teachers who responded A little or a lot more. Agree or Strongly agree or A little or a lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.

2. The school characteristics are described in Appendix D.

3. The statistical significance of relationships is shown in Table E12.



**Table E14 Adjusted per cent of any positive response to *Managing the classroom* questions by selected school characteristics**

	Question no.	Q11g	Q11c	Q11a	Q11e	Q11f	Q12d	Q12c	Q12a	Q9b	Q9c	Q9a	Q12b	Q9d
<b>Total</b>		85.6	70.2	87.8	81.6	81.8	88.1	78.1	81.8	90.2	91.7	89.4	81.0	91.6
<b>Cohort</b>	2009/10	86.3	71.4	88.6	82.3	82.6	88.6	80.1	81.9	91.0	92.3	89.5	83.7	92.7
	2011	85.1	69.0	87.7	80.7	81.8	87.7	77.0	82.1	89.8	91.0	89.3	78.4	91.1
	2012	85.1	69.8	86.6	81.6	80.2	87.8	75.9	81.3	89.1	91.4	89.2	79.6	90.2
<b>Type</b>	Primary	87.7	74.9	89.5	88.3	84.7	91.2	85.0	91.0	92.3	93.9	90.9	85.6	94.5
	Secondary	83.2	65.7	86.4	73.1	79.0	85.5	71.1	72.7	87.8	90.0	88.9	76.5	87.1
	Combined	85.6	64.8	85.3	84.7	79.3	84.2	74.8	75.9	89.1	87.3	83.9	75.4	96.6
	Special	87.2	80.4	91.2	89.7	85.3	89.9	81.4	89.1	94.1	94.8	90.1	92.5	94.8
<b>Location</b>	Metropolitan	85.7	71.2	88.2	81.0	82.1	88.0	77.9	82.4	89.7	91.7	89.8	81.4	92.1
	Provincial	85.5	68.5	87.3	83.0	81.5	88.3	78.6	81.2	91.0	91.7	88.7	80.2	91.0
	Remote	84.3	69.2	85.0	79.3	78.2	87.7	74.5	77.7	90.6	91.6	88.0	80.3	87.9
<b>Enrolments</b>	800 or more	84.6	66.6	87.0	83.0	79.9	88.6	78.0	86.2	90.3	91.6	89.2	85.0	92.0
	500-799	83.8	67.8	86.6	80.2	80.8	88.3	77.1	75.3	89.9	91.5	89.4	74.8	91.8
	200-499	85.5	70.9	88.2	80.2	82.1	87.9	77.9	82.0	89.2	91.4	88.8	81.7	91.2
	< 200	89.5	77.0	90.1	84.6	85.2	87.6	79.9	85.8	92.1	92.4	90.8	83.6	91.6
<b>Per cent ATSI students</b>	30% or more	84.2	69.2	86.4	77.1	79.1	83.1	74.6	83.8	83.5	87.9	87.3	80.2	90.5
	10% to <30%	85.5	72.2	88.1	82.2	82.4	89.2	77.4	86.2	91.7	92.4	89.9	84.5	90.6
	1% to <10%	85.6	69.3	87.8	82.3	81.5	88.2	79.5	80.3	90.5	92.0	89.3	81.2	92.0
	< 1%	86.7	70.3	88.6	82.6	83.6	90.2	78.1	77.6	92.1	92.5	90.4	75.7	92.6
<b>Per cent LBOTE students</b>	> 80%	85.0	66.1	86.9	81.2	80.3	87.7	76.6	87.3	90.1	92.0	88.6	86.9	89.4
	>10% to 80%	85.9	71.4	88.0	83.3	82.4	88.3	80.5	82.8	90.9	91.2	89.0	81.8	92.6
	>1% to 10%	85.6	70.7	88.1	80.7	81.9	87.4	76.4	77.5	89.8	91.4	89.7	77.3	92.8
	1% or less	85.9	73.5	88.4	81.0	82.8	89.2	78.7	78.1	89.6	92.0	90.5	76.0	91.8
<b>ICSEA quartiles</b>	Highest	85.8	70.6	87.7	80.5	82.2	87.8	78.4	86.1	88.7	91.7	89.6	83.7	88.7
	Third	86.1	72.4	88.4	83.2	82.1	87.9	80.0	83.7	91.3	90.9	89.5	83.3	92.7
	Second	85.5	68.4	87.7	81.2	82.5	88.6	77.6	78.9	90.1	92.2	88.9	78.9	93.4
	Lowest	84.6	68.1	87.2	81.3	80.2	88.5	75.2	75.9	90.6	92.1	89.4	75.6	92.2
<b>NAPLAN reading test quartiles</b>	Highest	84.8	67.4	87.2	80.8	80.9	88.1	75.2	81.9	90.8	92.2	89.2	79.6	92.2
	Third	86.2	72.1	88.4	81.1	82.1	88.1	77.1	78.4	90.5	91.3	89.8	79.9	91.9
	Second	86.0	72.6	88.0	82.7	82.7	87.9	79.5	86.3	89.8	92.1	89.6	83.4	91.5
	Lowest	85.3	70.4	87.5	81.8	81.9	88.2	79.8	80.9	89.6	91.1	88.9	79.0	90.8
	Missing	83.9	52.6	87.2	81.3	77.4	88.8	80.3	80.3	90.4	90.8	88.3	89.8	90.7

1. Values are the per cent of teachers who responded A little or a lot more. Agree or Strongly agree or A little or a lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.
2. The values have been adjusted using coefficients from a logistic regression model that included all school characteristics shown in the table, as well as school sector. The adjustment for Location, % ATSI students and % LBOTE students did not include ICSEA. Details of the model are provided in Appendix F. The adjustment preserves the overall mean and the proportions of each school characteristic.
3. The school characteristics are described in Appendix D.
4. The statistical significance of relationships is shown in Table E12.

**Table E15** Observed per cent of any positive response to *Meeting student needs outside the classroom* and *Managing the school* questions by selected school characteristics

	Question no.:	Q9h	Q9i	Q10j	Q10i	Q10a	Q10b	Q10c	Q10d	Q10e
<b>Total</b>		80.1	81.1	87.3	81.1	79.6	90.5	83.8	73.9	89.8
<b>Cohort</b>	2009/10	81.6	79.4	88.9	83.7	82.0	90.1	84.1	74.6	89.7
	2011	79.8	81.8	86.8	78.6	77.1	92.6	85.3	75.0	91.8
	2012	77.9	83.4	85.1	79.8	78.8	88.2	81.3	71.3	87.2
<b>Type</b>	Primary	78.3	73.3	90.5	85.6	82.9	92.8	86.2	81.3	92.1
	Secondary	82.0	90.8	83.5	75.7	74.6	87.6	80.1	65.2	86.4
	Combined	79.4	75.3	86.1	79.5	81.5	90.1	85.0	72.9	92.0
	Special	83.3	73.7	100.0	97.4	100.0	100.0	100.0	97.3	100.0
<b>Location</b>	Metropolitan	81.1	84.3	87.5	80.3	78.6	90.1	84.4	74.0	89.5
	Provincial	78.8	76.1	87.9	83.5	81.4	91.8	83.3	74.7	90.1
	Remote	73.7	70.1	72.1	63.7	77.9	79.5	75.1	60.1	93.5
<b>Enrolments</b>	800 or more	82.6	93.0	83.4	73.5	71.9	89.0	81.7	66.2	88.2
	500-799	81.2	84.8	86.3	80.5	78.5	87.1	81.7	70.7	86.8
	200-499	78.0	76.2	87.8	82.2	80.8	92.8	84.1	76.2	91.0
	< 200	79.2	68.5	92.9	89.8	89.1	93.4	89.3	84.8	94.6
<b>Per cent</b>	30% or more	77.9	70.6	86.1	80.1	83.2	92.5	84.6	77.6	92.3
<b>ATSI students</b>	10% to <30%	81.8	82.0	88.5	84.4	83.4	90.7	84.4	76.8	88.8
	1% to <10%	80.8	83.5	86.0	78.9	77.3	89.0	82.5	70.6	89.3
	< 1%	77.7	82.0	89.8	82.3	76.5	92.4	85.8	74.8	91.0
<b>Per cent</b>	> 80%	78.7	85.8	85.3	79.3	75.7	91.0	84.1	70.7	89.1
<b>LBOTE students</b>	>10% to 80%	83.5	83.7	89.8	82.9	82.3	89.6	85.0	77.4	90.2
	>1% to 10%	80.1	74.2	87.5	82.9	79.6	90.2	80.9	73.4	89.2
	1% or less	77.5	79.3	86.5	79.1	81.0	91.4	85.2	74.1	91.0
<b>ICSEA quartiles</b>	Highest	76.9	78.6	86.0	79.1	74.7	90.2	82.4	70.7	88.9
	Third	83.1	83.1	88.8	83.2	81.6	88.2	83.8	71.3	89.7
	Second	83.2	86.6	87.3	80.7	80.8	92.7	85.4	76.8	88.8
	Lowest	77.1	76.1	87.0	81.1	81.9	91.9	84.0	79.0	92.3
<b>NAPLAN reading test quartiles</b>	Highest	76.1	72.9	88.3	80.7	75.9	89.8	81.6	69.5	89.6
	Third	82.4	88.1	86.6	80.3	78.1	90.9	85.2	72.2	88.6
	Second	83.9	83.9	87.0	80.4	78.0	89.7	83.4	75.2	89.9
	Lowest	78.1	78.3	87.3	82.2	85.1	90.8	83.0	75.9	90.6
	Missing	67.0	65.1	89.9	88.3	89.3	94.7	94.1	91.0	96.2

1. Values are the per cent of teachers who responded A little or a lot more. Agree or Strongly agree or A little or a lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.
2. The school characteristics are described in Appendix D.
3. The statistical significance of relationships is shown in Table E12.

**Table E16 Adjusted per cent of any positive response to *Meeting student needs outside the classroom* and *Managing the school* questions by selected school characteristics**

	<i>Question no.</i>	<i>Q9h</i>	<i>Q9i</i>	<i>Q10j</i>	<i>Q10i</i>	<i>Q10a</i>	<i>Q10b</i>	<i>Q10c</i>	<i>Q10d</i>	<i>Q10e</i>
<b>Total</b>		80.1	81.1	87.3	81.1	79.6	90.5	83.8	73.9	89.8
<b>Cohort</b>	<i>2009/10</i>	83.6	79.7	88.1	83.6	81.7	90.2	84.4	74.5	89.8
	<i>2011</i>	79.4	81.9	86.7	78.4	77.3	91.5	84.6	73.5	90.5
	<i>2012</i>	74.8	82.6	86.6	80.3	78.8	89.5	81.7	73.5	88.9
<b>Type</b>	<i>Primary</i>	79.1	74.2	88.3	83.4	81.6	91.8	85.8	78.8	91.1
	<i>Secondary</i>	80.7	90.0	86.2	78.8	76.1	88.5	80.5	67.1	87.7
	<i>Combined</i>	79.3	74.7	86.4	77.9	81.8	91.1	84.9	77.3	92.3
	<i>Special</i>	93.1	83.4	91.4	90.1	94.0	98.3	99.0	87.1	95.1
<b>Location</b>	<i>Metropolitan</i>	81.3	80.9	87.7	81.0	79.8	90.5	84.5	75.5	89.7
	<i>Provincial</i>	78.4	81.0	87.0	81.8	79.7	91.4	83.3	72.6	90.1
	<i>Remote</i>	76.5	86.8	81.7	73.2	74.5	78.3	73.5	54.3	90.0
<b>Enrolments</b>	<i>800 or more</i>	81.2	88.2	85.5	75.3	76.5	89.8	82.0	74.1	90.4
	<i>500-799</i>	77.6	81.7	86.3	79.3	78.2	88.4	82.5	71.7	88.5
	<i>200-499</i>	78.5	78.8	87.3	81.3	79.3	91.8	83.7	73.5	90.0
	<i>&lt; 200</i>	85.5	75.9	91.2	90.6	85.9	92.0	88.3	77.8	90.8
<b>Per cent ATSI students</b>	<i>30% or more</i>	80.6	79.6	86.0	77.7	78.0	91.3	84.4	73.8	88.6
	<i>10% to &lt;30%</i>	81.7	89.6	87.1	81.8	81.2	90.2	84.8	74.7	88.2
	<i>1% to &lt;10%</i>	80.5	78.2	87.4	81.5	79.6	90.2	83.2	73.3	90.8
	<i>&lt; 1%</i>	76.3	76.9	88.4	81.6	78.4	91.1	83.4	74.4	91.0
<b>Per cent LBOTE students</b>	<i>&gt; 80%</i>	79.4	90.2	86.4	81.3	79.4	90.4	83.8	71.0	88.9
	<i>&gt;10% to 80%</i>	84.3	82.9	88.1	82.2	81.3	90.6	85.7	76.1	90.4
	<i>&gt;1% to 10%</i>	79.3	69.1	87.7	81.2	78.6	90.0	81.5	74.6	90.1
	<i>1% or less</i>	76.5	80.0	87.1	79.3	78.8	91.0	83.9	74.1	90.0
<b>ICSEA quartiles</b>	<i>Highest</i>	80.0	73.1	86.5	80.4	78.6	89.0	81.4	71.5	88.8
	<i>Third</i>	83.9	74.9	88.0	82.9	82.1	89.2	84.8	72.8	90.0
	<i>Second</i>	81.1	89.8	87.4	80.5	79.7	93.8	86.2	76.4	89.9
	<i>Lowest</i>	73.9	92.9	87.3	80.0	77.0	91.3	83.3	76.5	91.0
<b>NAPLAN reading test quartiles</b>	<i>Highest</i>	75.1	79.4	87.1	79.2	76.1	89.4	81.9	71.1	89.1
	<i>Third</i>	82.9	88.3	87.7	82.0	80.1	91.0	85.6	74.0	89.4
	<i>Second</i>	86.6	78.4	87.7	82.1	79.9	90.8	84.7	76.0	90.8
	<i>Lowest</i>	77.4	79.0	87.0	81.2	82.4	90.8	81.9	73.3	89.9
	<i>Missing</i>	55.0	69.5	83.9	77.1	76.6	89.2	86.5	77.5	90.3

1. Values are the per cent of teachers who responded A little or a lot more. Agree or Strongly agree or A little or a lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.
2. The values have been adjusted using coefficients from a logistic regression model that included all school characteristics shown in the table, as well as school sector. The adjustment for Location, % ATSI students and % LBOTE students did not include ICSEA. Details of the model are provided in Appendix F. The adjustment preserves the overall mean and the proportions of each school characteristic.
3. The school characteristics are described in Appendix D.
4. The statistical significance of relationships is shown in Table E12.

**Table E17 Observed per cent of any positive response to *Managing parent and community relations* questions by selected school characteristics**

	Question no.	Q9e	Q11b	Q9g	Q10g	Q11d	Q10h	Q12e	Q9f	Q10f
<b>Total</b>		73.2	70.0	76.6	76.5	67.6	78.8	69.0	81.9	79.8
<b>Cohort</b>	2009/10	74.1	74.4	78.3	78.6	71.0	79.7	70.9	82.3	80.8
	2011	76.0	67.8	76.8	76.7	68.0	79.1	70.2	83.8	81.5
	2012	67.9	65.0	73.1	72.3	60.9	76.6	63.9	78.8	75.7
<b>Type</b>	Primary	77.9	74.6	77.2	76.5	76.8	77.1	75.5	81.1	82.1
	Secondary	69.0	65.6	77.0	75.4	58.0	79.6	62.2	84.0	76.7
	Combined	70.7	66.4	70.3	79.3	67.2	79.6	69.6	75.5	81.4
	Special	68.4	75.8	77.8	90.3	66.7	97.1	66.7	85.0	89.2
<b>Location</b>	Metropolitan	73.4	69.3	76.9	75.5	66.5	77.9	69.6	82.0	78.3
	Provincial	73.9	71.6	76.5	78.1	69.6	80.1	68.2	82.8	82.8
	Remote	58.9	65.2	69.2	76.2	67.6	82.3	64.2	66.9	74.4
<b>Enrolments</b>	800 or more	65.8	62.4	75.6	75.4	55.3	77.4	63.0	79.9	74.9
	500-799	76.2	71.2	78.8	76.5	69.1	78.6	67.7	84.0	78.2
	200-499	74.7	71.9	76.8	75.1	71.1	77.4	70.4	80.5	81.5
	< 200	75.1	74.4	73.9	80.8	74.8	83.8	76.2	83.9	85.6
<b>Per cent ATSI students</b>	30% or more	69.9	75.6	77.6	79.2	71.4	81.9	65.9	76.3	83.8
	10% to <30%	77.2	74.8	83.1	79.1	69.8	80.1	71.6	85.1	80.5
	1% to <10%	70.7	65.3	74.2	73.6	64.3	78.3	65.8	83.8	78.6
	< 1%	75.8	70.1	71.7	77.5	69.4	75.7	75.2	76.8	78.7
<b>Per cent LBOTE students</b>	> 80%	71.9	67.3	75.3	74.0	63.5	73.9	68.8	77.9	75.2
	>10% to 80%	74.4	69.7	78.3	76.6	68.6	80.6	70.2	85.4	81.2
	>1% to 10%	75.7	73.6	78.0	78.7	71.0	79.7	67.7	81.9	80.1
	1% or less	70.5	70.0	74.0	77.1	68.0	81.8	69.0	82.6	83.9
<b>ICSEA quartiles</b>	Highest	73.5	64.9	73.5	73.3	68.2	75.7	69.7	81.4	77.2
	Third	72.2	70.3	75.5	76.8	64.5	77.5	68.9	81.4	78.8
	Second	75.5	71.0	80.0	79.0	66.1	82.3	69.1	86.3	83.1
	Lowest	72.1	75.3	78.8	77.7	72.9	81.1	68.1	79.0	81.5
<b>NAPLAN reading test quartiles</b>	Highest	71.8	66.0	70.6	75.7	69.7	74.1	68.7	78.8	78.5
	Third	74.0	69.3	81.3	77.7	63.6	76.6	69.5	82.8	78.9
	Second	74.0	71.6	76.0	77.8	68.7	82.5	69.7	83.7	81.7
	Lowest	73.9	73.6	77.7	73.7	69.7	79.9	68.5	81.2	79.3
	Missing	63.3	59.6	68.5	77.9	65.2	86.4	63.2	84.1	83.1

1. Values are the per cent of teachers who responded A little or a lot more. Agree or Strongly agree or A little or a lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.
2. The school characteristics are described in Appendix D.
3. The statistical significance of relationships is shown in Table E12.

**Table E18 Adjusted per cent of any positive response to *Managing parent and community relations* questions by selected school characteristics**

	<i>Question no.</i>	<i>Q9e</i>	<i>Q11b</i>	<i>Q9g</i>	<i>Q10g</i>	<i>Q11d</i>	<i>Q10h</i>	<i>Q12e</i>	<i>Q9f</i>	<i>Q10f</i>
<b>Total</b>		73.2	70.0	76.6	76.5	67.6	78.8	69.0	81.9	79.8
<b>Cohort</b>	<i>2009/10</i>	74.3	72.8	79.1	78.0	69.6	79.8	70.1	83.7	80.9
	<i>2011</i>	75.3	68.7	77.1	76.9	67.9	79.4	69.5	83.7	81.6
	<i>2012</i>	68.5	66.8	71.3	73.2	63.7	76.2	66.4	76.5	75.6
<b>Type</b>	<i>Primary</i>	75.5	72.4	76.1	76.2	72.7	77.4	72.5	80.1	81.3
	<i>Secondary</i>	71.9	69.8	78.5	75.4	63.0	79.4	66.2	84.6	77.4
	<i>Combined</i>	68.4	59.1	69.2	79.4	64.0	80.4	64.3	78.5	82.3
	<i>Special</i>	70.7	69.9	80.3	88.9	64.4	89.6	67.7	84.2	83.6
<b>Location</b>	<i>Metropolitan</i>	74.2	72.1	78.7	77.1	68.3	79.4	69.7	82.2	79.4
	<i>Provincial</i>	72.2	66.8	73.4	75.6	66.6	77.7	67.9	82.0	81.4
	<i>Remote</i>	64.7	62.9	67.7	73.6	64.3	78.2	67.3	75.0	69.9
<b>Enrolments</b>	<i>800 or more</i>	65.1	63.8	73.1	75.1	62.9	77.9	64.8	74.5	76.6
	<i>500-799</i>	75.9	70.2	80.1	77.5	68.9	77.1	67.3	81.7	78.5
	<i>200-499</i>	73.7	70.4	76.5	74.6	67.7	78.6	69.0	83.2	80.6
	<i>&lt; 200</i>	78.5	76.6	75.8	80.3	71.4	82.8	76.7	89.3	84.5
<b>Per cent ATSI students</b>	<i>30% or more</i>	71.0	73.3	85.7	79.6	67.5	77.1	64.9	76.8	80.6
	<i>10% to &lt;30%</i>	74.1	72.3	86.0	77.9	65.4	77.8	69.6	82.4	77.4
	<i>1% to &lt;10%</i>	72.2	67.6	71.2	73.9	68.0	79.6	68.2	83.3	80.6
	<i>&lt; 1%</i>	76.1	69.9	68.7	78.4	70.0	79.7	73.1	81.8	80.8
<b>Per cent LBOTE students</b>	<i>&gt; 80%</i>	70.6	68.5	79.3	73.9	63.5	74.9	67.1	79.8	76.4
	<i>&gt;10% to 80%</i>	74.6	70.7	79.8	78.6	69.6	80.3	70.6	84.6	82.7
	<i>&gt;1% to 10%</i>	75.0	71.0	72.8	77.8	69.5	80.6	68.7	81.3	78.7
	<i>1% or less</i>	72.9	70.0	72.8	75.6	68.4	80.0	69.6	82.1	81.8
<b>ICSEA quartiles</b>	<i>Highest</i>	75.6	69.9	77.7	72.3	69.0	79.4	70.4	84.6	78.3
	<i>Third</i>	73.6	72.2	76.6	79.0	67.1	77.7	70.3	80.2	80.2
	<i>Second</i>	72.1	67.4	74.9	78.6	65.3	79.9	67.3	82.3	82.8
	<i>Lowest</i>	70.4	69.4	76.6	76.6	68.7	78.5	66.8	80.4	78.4
<b>NAPLAN reading test quartiles</b>	<i>Highest</i>	67.6	68.5	73.7	77.5	66.7	74.5	66.4	78.8	77.9
	<i>Third</i>	76.8	72.4	85.1	79.8	67.8	77.6	70.7	83.0	80.7
	<i>Second</i>	74.5	71.0	73.0	76.5	69.3	82.4	71.2	83.3	82.1
	<i>Lowest</i>	74.4	69.8	74.5	72.3	67.1	80.1	68.5	82.3	78.5
	<i>Missing</i>	61.5	53.5	66.8	70.3	61.6	77.4	57.2	79.6	74.8

1. Values are the per cent of teachers who responded A little or a lot more. Agree or Strongly agree or A little or a lot better (excluding Not an NP goal for this school) for each of the questions—the wording of the questions is shown in Appendix A.
2. The values have been adjusted using coefficients from a logistic regression model that included all school characteristics shown in the table, as well as school sector. The adjustment for Location, % ATSI students and % LBOTE students did not include ICSEA. Details of the model are provided in Appendix F. The adjustment preserves the overall mean and the proportions of each school characteristic.
3. The school characteristics are described in Appendix D.
4. The statistical significance of relationships is shown in Table E12.

# Appendix F: Examples of modelling

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## F.1 Adjusted scale means

This section discusses the procedure used to produce the adjusted estimates for the scales in Table 5.3. It uses the *All questions* scale for *Cohort* as an example.

An ordinary least squares regression equation underlies the estimation procedure. The main equation contained all the school characteristics represented as categorical or dummy variables. For instance, *Cohort* was represented by Cohort 2011 (1 if the school was in that cohort, 0 otherwise) and Cohort 2012 (1 if the school was in that cohort, 0 otherwise). The apparently omitted category, Cohort 2009/10, is implicitly included because a school is in that cohort if Cohort 2011 = 0 and Cohort 2012 = 0.

Three values need to be estimated—the adjusted means for Cohort 2009/10, Cohort 2011 and Cohort 2012. The overall mean of the *All questions* scale is 50, the regression equation provides regression coefficients for Cohort 2011 (-1.18647) and Cohort 2012 (-2.23280) among other variables. From the sample, the proportions of teachers in each of the three cohort categories are Cohort 2009/10, 0.4294; Cohort 2011, 0.3335; and Cohort 2012, 0.2371, which sum to 1.0000—all teachers are in a school that is in one of the three cohorts. This information can be used to transform the regression coefficients into adjusted means or percentages.

The first step is to calculate the adjusted mean for the omitted category using the formula:

$$\text{overall mean} = p_1 * m_1 + p_2 * m_2 + p_3 * m_3$$

where  $p_1, p_2, p_3$  are the proportions of the sample in each of the cohorts and  $m_1, m_2, m_3$  are the respective adjusted means for each of the cohorts.

which becomes:

$$50 = 0.4294 * m_1 + 0.3335 * (m_1 - 1.18647) + 0.2371 * (m_1 - 2.23280)$$

which can be solved for  $m_1$ , the adjusted mean for cohort 2009/10, the omitted category. The solution is 50.9. Using the regression coefficients, and allowing for rounding errors, the values for the other two cohorts can be found:

$$\text{Adj mean for Cohort 2011} = 50.9 - 1.18647 = 49.7; \text{ and}$$

$$\text{Adj mean for Cohort 2012} = 50.9 - 2.23280 = 48.7.$$

This procedure can be applied to each of the school characteristics using the relevant regression coefficients and other sample estimates.

A similar approach and regression equation were used to estimate the adjusted means for location, per cent of ATSI enrolments and per cent LBOTE enrolments, except that the ICSEA variable was omitted because these variables had been used in its construction.

## F.2 Adjusted question percentages

This section discusses the procedure used to produce the adjusted estimates for the individual questions in Tables E7, E9, E11, E14, E16 and E18. It uses *Any positive response* for Q9a, *Collaboration between classroom teachers* (Table E14), as an example.

The estimation procedure is based on logistic regression. The results presented in this section are for the model with all variables fitted as categorical (or dummy) variables, with one category missing for each school characteristic. For instance, in Table F1 (the key table in this section), the variables Cohort11 (1 if the school was part of the 2011 cohort, 0 otherwise) and Cohort12 (1 if the school was part of the 2012 cohort, 0 otherwise) together are sufficient to represent *Cohort* (Cohort 10 is implicitly included as Cohort11=0 and Cohort12=0).

The model in Table F1 does not include values for the ICSEA quartiles—it was used to estimate the values for the *percent of ATSI students*, the *percent of LBOTE students* and for categories of *location*, which are included in the construction of ICSEA. A corresponding model that included ICSEA was used when estimating the other variables.

There are several way of transforming the logits estimated from logistic regression into estimates of the corresponding percentages and the answers vary with the method used (while the order of the size of the estimates is the same, the absolute size of estimates and the differences between estimates can vary). The approach used here was first to estimate the predicted  $p$  values from the logits shown in Table F1 using standard formulas. For example, for location:

$$\begin{aligned} \text{metrop} &= \exp(\text{intercept}) / (1 + \exp(\text{intercept})) * 100 = 98.02799 \\ \text{provinc} &= \exp(\text{provincial} + \text{intercept}) / (1 + \exp(\text{loc2} + \text{intercept})) * 100 = 96.95663 \\ \text{remote} &= \exp(\text{remote} + \text{intercept}) / (1 + \exp(\text{loc3} + \text{intercept})) * 100 = 96.19843 \end{aligned}$$

and then use the overall mean, the proportions of respondents in the location categories and the differences between the above estimates to first calculate an adjusted estimate for *metropolitan* (the omitted category) :

$$\text{overall mean} = p_{\text{metrop}} * x + p_{\text{provinc}} * (x - 1.07136) + p_{\text{remote}} * (x - 1.82956).$$

$$\text{where: overall mean} = 89.3755; p_{\text{metrop}} = 0.6227; p_{\text{provinc}} = 0.3493; p_{\text{remote}} = 0.0279. \text{ and } x = 89.8.$$

Adjusted estimates for *provincial* and *remote* are then calculated using the differences from the adjusted estimate for metropolitan (allowing for rounding errors):

$$\text{adj mean provincial} = 89.8 - 1.07136 = 88.7$$

$$\text{adj mean remote} = 89.8 - 1.82956 = 88.0.$$

Table F2 provides information about the statistical fit of the model to the data.



**Table F1 Binary logit maximum likelihood estimates**

Parameter	DF	Logit estimate	Standard Error	Wald Chi-Square	Pr>ChiSq	Odds Ratio
Intercept	1	3.9062	0.5215	56.1111	<.0001	
Cohort 2011	1	-0.1569	0.1900	0.6824	0.4088	0.855
Cohort 2012	1	-0.1948	0.2062	0.8923	0.3449	0.823
Secondary	1	-0.7555	0.2191	11.8849	0.0006	0.470
Combined	1	-1.6069	0.3165	25.7780	<.0001	0.201
Special	1	-0.3584	0.6549	0.2995	0.5842	0.699
Catholic	1	----	----	----	----	----
Independent	1	----	----	----	----	----
Enrolments 1	1	-0.6479	0.4161	2.4254	0.1194	0.523
Enrolments 2	1	-0.5428	0.3559	2.3262	0.1272	0.581
Enrolments 3	1	-0.7461	0.2830	6.9536	0.0084	0.474
ATSI 1	1	-0.9726	0.4307	5.1002	0.0239	0.378
ATSI 2	1	-0.2364	0.3728	0.4021	0.5260	0.789
ATSI 3	1	-0.4438	0.3165	1.9669	0.1608	0.642
LBOTE 1	1	-0.6794	0.3730	3.3185	0.0685	0.507
LBOTE 2	1	-0.5727	0.3237	3.1308	0.0768	0.564
LBOTE 3	1	-0.3203	0.2432	1.7355	0.1877	0.726
Provincial	1	-0.4449	0.3198	1.9352	0.1642	0.641
Remote	1	-0.6752	0.5372	1.5794	0.2089	0.509
Reading Q1	1	0.3216	0.2932	1.2028	0.2728	1.379
Reading Q2	1	0.7279	0.2609	7.7837	0.0053	2.071
Reading Q3	1	0.5252	0.2221	5.5927	0.0180	1.691
Reading missing	1	-0.2267	0.4997	0.2059	0.6500	0.797

**Table F2 Binary logit model fit statistics**

Criterion	Intercept only	Intercept & covariates	Test	Chi-Square	DF	Pr>Chi-square
AIC	1427.014	1379.811	Likelihood Ratio	91.2034	22	<.0001
SC	1432.648	1509.389	Score	95.9291	22	<.0001
-2 Log L	1425.014	1333.811	Wald	84.7305	22	<.0001